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ABSTRACT

This guide was designed to help policy makers, administrators, program planners, and managers find answers to their questions about improving the quality of their services and addressing the changing needs of young people in their communities. Information is provided on more than 100 nonprofit organizations, government agencies, research centers, national clearinghouses, and youth programs that provide information, training, and technical assistance on issues related to self-sufficiency. The organization of this directory reflects the employment and training system's new agenda, focusing on issues, programs, and strategies believed central to the task of building long-term self-sufficiency. The guide is divided into three major sections: (1) Youth Issues; (2) Systems and Program Design; and (3) Collaboration/Partnerships. Within each section, organizations are further grouped into subsections around specific issues and program strategies. The information comes from practitioners and researchers, reviews of publications, and calls to clearinghouses and public interest groups. An appendix provides brief summaries of 20 pieces of key federal legislation related to youth and self-sufficiency services. (SLD)

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ED 395 088

PROMOTING THE SELF-SUFFICIENCY OF AT-RISK YOUTH: A GUIDE TO RESOURCES FOR PRACTITIONERS

prepared for the

U.S. DEPARTMENT OF LABOR
EMPLOYMENT AND TRAINING ADMINISTRATION

by the

Youth Research and Technical Assistance Project

Center for Human Resources
Brandeis University
Waltham, MA

September 1991

UD030929

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Office of Educational Research and Improvement
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INTRODUCTION

INTRODUCTION

One of the major challenges facing youth practitioners is finding the information they need to improve the quality of their services and to address the changing needs of young people in their communities. "Who do I call to find out about programs for young parents or homeless youth?" "Where can I get help on assessment systems or basic skills instruction or case management?" "What are some of the funding sources that can help me serve my participants?"

Promoting the Self-Sufficiency of At-Risk Youth: A Guide to Resources for Practitioners was designed to help policy makers, administrators, program planners and managers find answers to these kinds of questions. Aimed at practitioners in youth employment and related fields, the Guide provides information on more than 100 nonprofit organizations, government agencies, research centers, national clearinghouses, and youth programs that provide information, training, and/or technical assistance on issues related to self-sufficiency. Its purpose is simple: to make it easier for practitioners to get up-to-date information about serving at-risk youth. The Guide was compiled by the Center for Human Resources at Brandeis University as part of the Youth Research and Technical Assistance Project, a national research and training effort sponsored by the U.S. Department of Labor.

THE ORGANIZATION OF THE GUIDE

As the employment and training system moves towards providing longer-term services to those youth most at risk, the range of issues that youth practitioners need to address has grown substantially. Young people entering employment and education programs today often face multiple barriers to success -- poverty, poor basic skills, teen pregnancy or parenthood, inadequate health care, substance abuse, etc. -- and many require both longer-term, more intensive services and a more comprehensive set of services and supports. To successfully serve these youth, practitioners need to learn about the needs of new populations; integrate assessment, educational skills, case management and other supports into their programs; and, perhaps most important, work collaboratively with a variety of other employment, education, and social service institutions to provide a holistic, integrated approach to self-sufficiency.

The organization of the Guide reflects the employment and training system's new agenda, focusing on those issues, programs, and strategies that we believe to be central to the task of building long-term self-sufficiency. One result is that the Guide casts a broad net, including information not only on organizations in employment and training, but those with expertise on issues ranging from substance abuse prevention to school reform. Our hope is that these new information resources from "allied" fields will help practitioners provide new options and create a "youth-centered" system of services.

The Guide is divided into three major sections: Youth Issues, Systems and Program Design, and Collaboration/Partnerships. There is also an appendix on legislation. Within each section, organizations are further grouped into subsections around specific issues and program strategies. (Each of the Sections is described in more detail below.) To find the organizations with expertise on a particular topic, readers can use the table of contents or simply turn to the appropriate section. A number of organizations appear more than once in the Guide; when an organization has more than one area of expertise, a description appears in each relevant section.

While we have tried to include as many organizations as we could learn about, it is important to note that the Guide is *not* meant to be a comprehensive list of resources covering each of the topic areas. (Only those organizations operating on a national basis were included, for example -- there were simply too many local and regional organizations.) The goal here was not to be a directory of every organization in the field, but to offer a starting point, providing a "first step" in the information gathering process.

At the same time, the Guide is the result of a systematic information gathering process. The list of organizations and programs to be included in the Guide was based on nominations from practitioners and researchers, reviews of publications in the field, and calls to other clearinghouses and public interest groups. The question asked of each was, "Which organizations would you call if you needed information on a particular topic." The topics to be included in the Guide also reflected suggestions from a broad group of practitioners. Each organization was then contacted for information and a description. Again, the purpose was to provide practitioners with a useful starting point. There are many more organizations than we could include, and we are sure that a number of useful and effective organizations have been missed.

BUILDING A BETTER GUIDE

Promoting the Self-Sufficiency of At-Risk Youth is intended to be an ongoing and expanding resource for practitioners. One way of making that happen is for readers to respond with suggestions for additions to (or deletions from) the Guide. If you know if an organization that provides information and/or assistance of value to practitioners, or if there is a topic that you think should be added to the Guide, please let us know by completing the form at the back of the Guide and sending it to:

The Center for Human Resources
Brandeis University
P.O. Box 9110, 60 Turner Street
Waltham, Massachusetts 02254-9110

We hope all practitioners working in the employment and training and allied fields will find the Guide useful in learning more about youth employment issues and working toward more effective and long-term solutions.

USING THE GUIDE

The Guide is divided into three main sections and an appendix. Following are descriptions of each section with examples of the types of information/technical assistance you might be able to obtain from the organizations and initiatives listed there.

Youth Issues

Today more than ever, organizations and institutions serving youth must deal with increasingly complex and difficult issues facing society: substance abuse, teen pregnancy and parenting, youth violence, persistent poverty, homelessness, inadequate education and training, etc. To address these barriers to self-sufficiency successfully, practitioners need to build their knowledge of these issues and their impact on the young people being served:

» How these barriers hinder a youth's ability to develop employability and self-sufficiency skills;
» What types of support services need to be offered to promote self-sufficiency;
» What others are doing to overcome these barriers;
» Current policy and legislation on each issue.

The section on Youth Issues brings together those organizations that can provide information and assistance on some of the most pressing youth issues and barriers to self-sufficiency today. We have divided the section as follows:

» **Children and Youth**: Organizations that cover a broad array of the youth issues (i.e. physical and mental health, teen pregnancy and sexuality, substance abuse, disabilities, homelessness, youth violence, welfare, education and employment, etc.).

» **Disabilities**

» **Education and Employment**

» **Health**: Includes organizations that cover all aspects of health (i.e. physical and mental health, substance abuse, teen pregnancy and sexuality, etc.), plus organizations that focus specifically on the issues of sexuality and teen pregnancy; mental health, and substance abuse.

» **Welfare and Income Security**

» **Youth Violence**

Systems/Program Design
As a result of the multiple barriers facing at-risk youth, creating effective programs and systems of delivery is becoming increasingly difficult. Many of the most at-risk youth lack even the basic academic and life skills necessary to succeed in the workplace and in everyday life. They need longer-term and more intensive interventions that draw on a variety of resources and services.

To help practitioners address these needs, this section lists organizations and initiatives that can assist practitioners in learning about current research and best practice concerning key program elements. The Section is divided as follows:

» **Basic Skills and Assessment**

» **Alternative Education/Dropout Prevention**

» **School to Work/College Transition**

» **Case Management**

» **Mentoring**

» **Exemplary Youth Employment and Training Programs**

Collaboration/Partnerships
Recent legislation has supported and encouraged longer-term, more intensive services and increased collaboration among different agencies and organizations to provide services in an effective, and time and cost efficient way. To meet the needs of at-risk youth, employment and training practitioners are increasingly working to create linkages with human service agencies, to involve parents and businesses in their programs, and to build a better connection between education and employment. The organizations listed in this section can provide information on specific collaboration/partnership strategies, and on key elements of the process of building partnerships, including:

» how to initiate and manage a partnership;
» what levels of collaboration and partnerships exist and how to decide what makes sense for a specific community;
» common barriers and pitfalls to partnerships and collaboration;
» examples of "best practices" in collaboration and partnerships.

This section includes organizations and initiatives in the following areas:

- **School Reform**
- **Business/Education/Community Partnerships**
- **Parental Involvement**
- **Multi-Service Centers**

Appendix: Legislation
Another crucial aspect of effective program management and service delivery is a thorough understanding of related legislation. Increasingly, practitioners need to understand not only their own legislation and funding sources, but those governing related systems and how the related federal programs operate and affect the youth they too are serving. At the same time, in an era of limited funding, practitioners need to be aware of the other resources available in their communities so they can build appropriate linkages and move towards provision of truly comprehensive services. To help practitioners in this effort, the Appendix provides brief summaries of some of the key federal legislation related to youth and self-sufficiency services.

YOUTH ISSUES

CHILDREN AND YOUTH

The Bush Center in Child Development and Social Policy

Contact:
Julia Denes
Assistant Director
Bush Center in Child Development and Social Policy
310 Prospect Street
New Haven, CT 06511-2188

Phone: *(203) 432-9935* **Fax:** *(202) 432-9933*

Description:
The Bush Center in Child Development and Social Policy at Yale University works to bring current research knowledge about child development into the policy arena, with the goal of improving the lives of America's children and families through informed public policy. Specifically, the Bush Center: conveys to the policy makers and the public what is known about the developmental needs of children; analyzes current and proposed policies affecting children and families; conducts policy-related research in child development; trains young researchers in the various processes through which policy decisions are made; and mounts large scale initiatives to solve identified problems of children and families, such as the unmet need for high quality, affordable child care.

Services:

» **Public Information:** the Center recognizes the importance of making research knowledge accessible to policy makers and the public. Through popular articles, opinion-page essays, interviews and news releases, the Center's media unit builds public awareness of child and family issues.

» **National Initiatives:** the Bush Center has launched a number of national initiatives to address problems facing America's children and families, such as: Child Health Care; Parental Leave; Family Day Care; and Stop Childhood Accidents Now (SCAN).

» **Research and Policy Analyses:** an emphasis on economically disadvantaged children and their families characterizes much of the research and policy analyses conducted at the Center. Current projects include: a series of studies on resilient children; an analyses of the Chapter 1 component of the national Elementary and Secondary Education Act; an evaluation of teen-age pregnancy programs; studies on child abuse; etc.

» **Training in Social Policy:** such as: Social Policy Courses; Colloquia; Monthly Research/Policy Meetings; and internships.

The Center for Early Adolescence

Contact:

The Center for Early Adolescence
The University of North Carolina at Chapel Hill
Suite 211, Carr Mill Mall
Carrboro, NC 27510

Phone: *(919) 966-1148* ***Fax:*** *(919) 966-7657*

Description:

The Center for Early Adolescence works to promote the healthy growth and development of young adolescents in their homes, schools, and communities. This mission is accomplished by advocating for young adolescents and providing information services, research, training, and leadership development for those who can have an impact on young adolescents.

A broad-based, multi-disciplinary orientation makes the Center a unique national resource for the nation's many youth- and family-serving professionals. The Center focuses on a number of issue related to early adolescence such as school improvement, literacy skills, parent education, leadership education and adolescent health and sexuality. The Center's work in these areas reflects its multi-disciplinary approach to young people and enables it to support the varied efforts of youth-serving professionals in schools, families and communities nationwide.

Services:

» **Youth Literacy Initiative**: resources are available to improve literacy skills of 10-15 year olds.

» **Urban Youth Initiative**: the Center provides technical assistance to middle grades schools in five project cities.

» **Middle Grades Reform**: The Center is working with state and local educators in Arkansas and North Carolina to help middle grades schools become more effect by meeting the developmental needs of young adolescent students.

» **Training Institutes and Speakers**: The Center offers a national schedule of intensive three day training for parent educators and for program planners.

Selected Publications:

Resource materials include:

» Improving Middle-Grade Schools

Children's Defense Fund

Contact:
Children's Defense Fund
122 C Street, N.W.
Washington, DC 20001

Phone: *(202) 628-8787* **Fax:** *(202) 783-7324*

Description:
The Children's Defense Fund exists to provide a strong and effective advocacy voice for the children of America. Particular attention is paid to the needs of the poor, minority, and disabled children. The goal is to educate the nation about the needs of children and encourage the preventive investment in children before they get sick, drop out of school, become pregnant, etc.

The Children's Defense Fund collects and analyzes data, publishes reports, and provides information on key issues affecting children. The Fund also monitors the development and implementation of federal and state policies, provides technical assistance and support to a network of state and local child advocates, organizations and public officials.

Services:
The Children's Defense Fund provides information and technical assistance in many areas, including:

» Health
» Education
» Adolescent Pregnancy Prevention
» Child Welfare
» Housing and Homelessness
» Child Poverty and Family Income
» Youth Employment

Selected Publications:
» CDF Reports: the monthly newsletter of the Children's Defense Fund.

For a comprehensive list of available publications from the Children' Defense Fund call: (202) 628-8787.

Child Welfare League of America

Contact:
Caryn Anthony
Child Welfare League of America
440 First Street, N.W., Suite 310
Washington, DC 20001-2085

Phone: *(202) 638-2952* **Fax:** *(202) 638-4004*

Description:
The Child Welfare League of America is the largest voluntary membership organization devoted entirely to protecting and promoting the well-being of children. The organization is widely known for establishing child welfare standards that guide practice in areas such as child protective services, out-of-home care and adoption.

In addition, CWLA provides training, consultation, and conferences for agency CEOs, child welfare practitioners, board leaders and volunteers. Other major areas of activity are publishing, results-oriented public policy work, and the national advocacy network of thousands of individuals who work to improve the lives of children

Services:
Some of the services provided by the Child Welfare League of America include:
» Working for passage of comprehensive child day care legislation;
» Working toward prevention of adolescent pregnancy and to provide services to pregnant and parenting adolescents;
» Research on such issues as child welfare;
» Task force activity in such areas as adoption and day care, HIV/AIDS education and prevention, and chemical dependency.

Selected Publications:
CWLA produces policy and practice books, a scholarly journal, several newsletters and other publications. For a recent catalogue of CWLA publications call (202) 638-2952.

Education Development Center, Inc.

Contact:

Renee Wilson- Brewer
Education Development Center

55 Chapel Street	*1250 24th Street NW, Suite 300*
Newton, Massachusetts 02160	*Washington, D.C. 20037*
***Phone:** (617) 969-7100*	***Phone:** (202) 466-0540*

Description:

Education Development Center, Inc. (EDC) is an international research and development organization dedicated to improving the quality and effectiveness of education throughout the world. Projects span preschool to professional education with special attention to the needs of those populations least well served.

EDC promotes human development through education. Working throughout the United States and in seventy-five countries, EDC has been a leader in addressing a wide range of educational, health, and social problems. In schools, universities, homes, hospitals, health care centers, government agencies, business, and communities, EDC is working to improve the quality of life for people of all ages and from all racial, ethnic, and cultural backgrounds.

As a center for networking and collaboration, EDC brings people and organizations together to solve common problems. In addition to its core staff of over 200 people, EDC also draws on the consulting services of an international network of scholars and practitioners. Offices in Newton, Massachusetts, and Washington, D.C., provide project management with field offices established as needed at project sites throughout the world.

Human Service Collaborative

Contact:
Sheila A. Pires
Human Service Collaborative
2262 Hall Place, N.W., Suite 204
Washington, DC 20007

Phone: *(202) 333-1892* ***Fax:*** *(202) 338-0860*

Description:
Human Service Collaborative (HSC) provides technical assistance, research and evaluation and consultation to federal, state and local government agencies, non-profit organizations, foundations and universities to improve services for children, youth and families with multiple problems. The Collaborative specializes in the development of coordinated, comprehensive services through innovative collaboration among mental health, substance abuse, social services, education, juvenile justice, employment and recreation agencies and systems.

In the past two years, HSC has provided consultation to the following: National Institute of Mental Health, National Institute on Drug Abuse, Georgetown University Child Development Center, Annie E. Casey Foundation, MacArthur Foundation, Mental Health Policy Resource Center, Children's Defense Fund and, state mental health, child welfare, and community based, non-profit agencies.

Selected Publications:
Recent Human Service Collaborative publications include:

- On Their Own: A report on Runaway and Homeless Youth and Programs that Serve Them
- State Child Mental Health Planning
- Sizing Components of Care: An Approach to Determining the Size and Cost of Service Components in a System of Care for Children and Adolescents with Serious Emotional Disturbances

DISABILITIES

National Center for Youth with Disabilities

Contact:
Nancy Okinow
National Center for Youth with Disabilities
Box 721 University of Minnesota
Adolescent Health Programs
Harvard Street at East River Road
Minneapolis, MN 55455

Phone: *(800) 333-6293* **Fax:** *(612) 626-2134*

Description:
The National Center for Youth with Disabilities (NCYD) is a project of the Society for Adolescent Medicine and the University of Minnesota's Adolescent Health Program. NCYD is an information and resource center focusing on adolescents with chronic illness and disabilities and the issues that surround their transition to adult life. The Center combines and shares information and knowledge to help advance research and practice in a rapidly developing field. NCYD provides easy access to current research findings, and information on resources and advocacy efforts, and disseminates policy and program development information to agencies, health care professionals, educators, social workers, policy makers, parents and youth.

Services:

- » **The National Resource Library**: brings together comprehensive sources of information related to adolescents, disability, and transition. Also contains bibliographic and program information, as well as training materials and a technical assistance network.
- » **Conferences and Workshops**: provide an opportunity to share information and resources among and between professionals, parents and youth, as well as assist in planning strategies for the development of community services.

Selected Publications:

- » Connections: newsletter highlighting critical issues relating to youth with chronic illnesses and disabilities and providing a forum for the exchange of ideas.
- » Cydline Reviews: topical annotated bibliographic series for a multi-disciplinary audience of professionals, families and youth.
- » FYI Bulletins: Statistical information and demographic data demonstrating various aspects of the lives of youth with disabilities and chronic illnesses.

National Information Center for Children and Youth with Disabilities

Contact:

National Information Center for Children and Youth with Disabilities
P.O. Box 1492
Washington, DC 20013

Phone: *(703) 893-6061* ***Fax:*** *(703) 893-1741*
or (800) 999-5599

Description:

The National Information Center for Children and Youth with Disabilities (NICHCY) provides free information to assist parents, educators, care-givers, advocates and others in helping children and youth with disabilities become participating members of the community.

NICHCY operates as a national clearinghouse through the Clearinghouse Program authorized by Section 633 of Part D of the Individuals with Disabilities Education Act, as amended by Public Law 101-476.

Services:

- **Personal Responses to Specific Questions**: NICHCY maintains databases with current information on disability topics for easy access and dissemination.
- **Referrals to Other Organizations/Sources of Help**: NICHCY provides information on local, state or national disability groups for parents and professionals with emphasis on parent group information.
- **Information Packets**: NICHCY has prepackaged information to respond to frequently asked questions and to requests for general information.
- **Technical Assistance to Parent and Professional Groups**: NICHCY's staff design workshops, presentations, consultations, and publications to increase communication, coordination and resource sharing between and among groups.

Selected Publications:

Publications on Current Issues: News Digest, NICHCY's issue paper, is a compilation of articles on current research and relevant program information. Transition Summary reports on current effective practices which assist persons with disabilities in the transition from school to work, other postsecondary programs, and to independent living in the community.

Stout Vocational Rehabilitation Institute

Contact:
Ron Fry
Stout Vocational Rehabilitation Institute
School of Education and Research
University of Wisconsin - Stout
Menomonie, WI 54751

***Phone:** (715) 232-1419* ***Fax:** (715) 232-1654*

Description:
The Stout Vocational Rehabilitation Institute was established to further the potentials of 43 million Americans with disabilities. The Institute's mission is to provide leadership to the field of rehabilitation in the areas of education, research and service. The goal is to assist individuals with disabilities to attain their optimal level of economic and personal self-sufficiency.

The Institute is comprised of centers created to effectively serve the needs of persons with disabilities and providers who serve them. The Centers, housed in a central location, are:

» Center for Independent Living
» Projects with Industry Center
» Materials Development Center
» Center for Rehabilitation Technology
» Research and Training Center
» Vocational Development Center

The Institute functions as an integral service, training, research and information unit within the School of Education and Human Services.

Services:
The Institute has earned both national and international recognition as a leader in providing vocational rehabilitation services, conducting research and training, and producing and disseminating information for the field.

United States Department of Education
Office of Educational Research and Improvement
Educational Resources Information Center (ERIC)

The ERIC Clearinghouses have responsibility for acquiring the significant educational literature within their particular areas, selecting the highest quality and most relevant material, processing (i.e., cataloging, indexing, abstracting) the selected items for input to the database, and also for providing information analysis products and various user services based on the database.

ERIC Clearinghouse on Handicapped and Gifted Children
Council for Exceptional Children
1920 Association Drive
Reston, VA 22091-1589

Phone: (703) 620-3660 Fax: (703) 264-9494

All aspects of the education and development of the handicapped and gifted, including prevention, identification and assessment, intervention, and enrichment, both in special settings and the mainstream.

United States Department of Education
Office of Special Education and Rehabilitative Services
Clearinghouse on Disability Information

Contact:

Clearinghouse on Disability Information
Office of Special Education and Rehabilitative Services
United States Department of Education
Room 3132 Switzer Building
Washington, DC 20202-2524

Phone: *(202) 732-1241* ***Fax:*** *(202) 732-1252*

Description:

The Clearinghouse on Disability Information, created by the Rehabilitation Act of 1973, responds to inquiries, and researches and documents information and operations serving the handicapped field on the national, state and local levels.

Services:

The Clearinghouse responds to inquiries on a wide range of topics. Information is especially strong in the areas of Federal funding for programs serving individuals with disabilities, Federal legislation affecting the handicapped community, and Federal programs benefiting people with handicapped conditions. The clearinghouse is knowledgeable about who has information and refers inquirers to the appropriate sources.

Selected Publications:

The following are just a few of the publications available from the Clearinghouse:

» OSERS News in Print: a newsletter which focuses on Federal activities affecting people with disabilities and new developments in the information field.
» A Summary of Existing Legislation Affecting Persons with Disabilities: a history and description of all relevant laws through 1987.
» Pocket Guide to Federal Help for Individuals with Disabilities: a summary of benefits and services available to qualified individuals.

EDUCATION AND EMPLOYMENT

Academy for Educational Development

Contact:
Academy for Educational Development
1255 23rd Street NW
Washington, DC 20037

Phone: *(202) 862-1900* **Fax:** *(202) 862-1947*

Description:
The Academy for Educational Development (AED) is a private, nonprofit organization that addresses human development needs throughout the world. AED's activities are organized into three program areas: Education, Exchange, and Student Services; Higher Education and Technical Training; and Social Development.

Four fundamental purposes shape AED's programs:
» meeting basic human needs for health, education, and employment;
» increasing access to learning;
» transferring technology and improving the flow of information;
» enhancing institutional development.

Under grants and contracts, AED operates programs on behalf of educational institutions, foundations, governmental and international agencies, and corporations.

Services:
AED offers direct collaborative assistance to clients and partners. Services include needs assessment, research and policy studies, social marketing, project planning and design, operational assistance, information dissemination, computer systems design, program evaluation, student placement, conference planning, facilities planning, and executive search.

The National Institute for Work and Learning and the Center for Youth Development and Policy Research, both part of AED, deal with youth issues. See separate citations for both these organizations.

Center for Corporate and Education Initiatives

Contact:
Center for Corporate and Education Initiatives
Heller School
Brandeis University
60 Turner Street, Box 9110
Waltham, MA 02254

Phone: *(617) 736-4990* **Fax:** *(617) 736-3854*

Description:
The Center for Corporate and Education Initiatives works with business and industry, higher education, and government to create opportunities for under-achieving and low-income youth to attain the skills and credentials they need to reach their educational and career goals. Two national programs are now underway that involve partnership efforts for youth achievement.

Career Beginnings is a school to college and career transition strategy which targets at-risk students in their junior year and serves them for two years with a set of activities which include: academic enrichment, one-to-one mentoring from the business and professional community, personal career/educational counseling, summer employment, and life-skills seminars. This initiative is sponsored nationally by foundations and corporations, including: The John D. and Catherine T. MacArthur Foundation, the Commonwealth Fund, Gannett Foundation, Inc., Melville Corporation, Pillsbury Company, The Harris Foundation, RJR Nabisco, Aetna, and Thom McAn, among others. Career Beginnings is presently expanding to new cities and is seeking additional sponsors.

Higher Ground is a new four-year, multi-site national pilot project aimed at increasing college completion and career opportunities for low-income and minority college students. Growing out of the Career Beginnings experience, Higher Ground provides Career Beginnings graduates and other low-income students with up to four years of academic assistance, career planning, social support, summer and school-year internships, and mentors from the academic, business, and professional community. Now operating at six colleges and universities, the program is sponsored nationally by The Pew Charitable Trusts, and The Ford Foundation.

Selected Publications:
Sample publications are available, including:

» Career Beginnings: Helping Disadvantaged Youth Achieve Their Potential
» Mentoring: What Works. What Doesn't

Center for Employment Training

Contact:
Russell Tershy, Executive Director
Center for Employment Training
701 Vine Street
San Jose, CA 95110

Phone: *(408) 287-7924* **Fax:** *(408) 294-7849*

Description:
Center for Employment Training (CET) is a private non-profit corporation which provides comprehensive vocational training and related educational services for low-income persons. With its corporate office in San Jose, CET currently operates 22 training centers in California and 5 others in Arizona, Nevada and Idaho. In addition to those directly operated by the CET corporation, other CET training centers are run by independent corporations in northern California and the state of Washington.

Services:
CET was established to train those who are generally not served by mainstream educational institutions--people whose language, reading and math skills are so limited that they either can't get into or have dropped out of public schools. In order to help these students overcome their multiple barriers, CET provides a comprehensive training program which includes English language and basic skills instruction, job skills training, and supportive counseling.

Over the years, this program design has served CET's students well. Even though its typical student hasn't completed the eighth grade, approximately 85% of all students complete training. Of those, 90% obtain employment in a job for which they were trained.

The Center for Human Resources

Contact:

Susan P. Curnan, Director
The Center for Human Resources
Brandeis University
60 Turner Street
P.O. Box 9110
Waltham, MA 02254-9110

Phone: *(617) 736-3770* **Fax:** *(617) 736-3773*

Description:

The Center for Human Resources at Brandeis University is one of the nation's leading research, training, and policy development organizations in the field of youth employment and education. The Center's mission is to bring together the lessons of research and experience in ways that will help practitioners and policy makers successfully address the issues of long-term self-sufficiency for youth and adults.

Since its establishment in the late 1970s, the Center has worked with federal, state, and local governments, and with private organizations and foundations, on issues ranging from the evaluation of basic skills programs to the development of community-wide, collaborative youth service systems. Current interests include: employability assessment; competency-based education and training; alternative education and dropout prevention; case management systems; and community-wide education, employment, and human services partnerships.

Services:

The Center for Human Resources' activities include a mix of evaluation and practitioner-oriented research, policy development, and hands-on training and technical assistance.

Recent research and evaluation activities include:

- Evaluations of the Rockefeller Foundation's "Community Planning and Action Grant" projects and the Ford Foundation's "Quantum Opportunities Project."
- Research "synthesis" papers on national human resource policy; interagency coordination strategies; and business/education partnerships for the U.S. Departments of Labor and Education.
- Development of practitioner-oriented guides to effective practices in case management, basic skills education, and career-related programs for middle-school aged youth.

Policy development activities include:

- Preparation of a guide on the use of state and local performance management strategies to increase services for at-risk youth, in conjunction with the Department of Labor's Region V [Midwest] Performance Management Task Force.
- Consultation with state and local policy-making bodies on issues ranging from JTPA

performance standards policies to the establishment of multi-agency commissions on teen parenting.

- Development of long-term research, policy, and technical assistance strategy recommendations for the U.S. Department of Labor.

Direct training and technical assistance activities include:

- Long-term, on-site training and assistance to more than a dozen cities on the redesign of local youth employment systems and the development of comprehensive, community-wide employment and education strategies.
- Development of the "Practitioner's Academy," an intensive, multi-week training program aimed at helping experienced youth practitioners become effective peer technical assistance resources for the employment and education community. The 1990-91 Practitioner's Academy focused on the development and implementation of employability assessment systems and trained approximately 20 practitioners as peer assistance providers.
- Training on the state and local levels, for policy makers and for practitioners, on case management practices and systems design; educational partnerships; employability assessment; performance management; and related issues.

Selected Publications:

Recent Center papers and publications include:

- An Introduction to Basic Skills Education for At-Risk Youth: A Decision Maker's Guide to Principles and Practices;
- Commonwealth Futures, A Community Youth Investment Strategy;
- A Guide to Working Partnerships
- A Guide to Case Management with At-Risk Youth
- A Synthesis of Existing Knowledge and Practice in the Field of Educational Partnerships;
- Working It Out: Performance Management Strategies for Increasing Services to At-Risk Youth;
- Future Options Education; and
- The Youth Programs Newsletter, which provides information on research and current practices in employment and education.

Center for Research on Elementary and Middle Schools

Contact:

Center for Research on Elementary and Middle Schools
The Johns Hopkins University
3505 North Charles Street
Baltimore, MD 21218

Phone: *(301) 338-7570* ***Fax:*** *(301) 338-6370*

Description:

The Center for Research on Elementary and Middle Schools is part of the national system of education research centers and regional laboratories designed specifically to improve education by conducting quality research and getting the results of that research into educational practice.

The Center's goal is to produce useful knowledge about how elementary and middle schools can foster growth in student learning and development, to develop and evaluate practical methods for improving the effectiveness of elementary and middle schools based on existing and new research findings, and to develop and evaluate strategies to help schools implement research-based school and classroom practices.

Services:

The Center for Research on Elementary and Middle Schools, as part of The Johns Hopkins University's Center for Social Organizations of Schools, has a 20 year history of research and evaluation. The Center offers a number of programs and projects for schools, such as an instructional program to improve the reading and writing skills of students.

Selected Publications:

- CREMS: The Center's newsletter on research summaries.
- Responsive Education in the Middle Grades: Teacher Teams, Advisory Groups, Remedial Instruction, School Transition Programs, and Report Card Entries.
- Opportunities for Learning: Curriculum and Instruction in the Middle Grades.
- Education in the Middle Grades: Overview of National Practices and Trends.

For a complete list of available publications call: (301) 338-7570.

Center for Youth Development and Policy Research

Contact:

Center for Youth Development and Policy Research
Academy for Educational Development
1255 23rd Street
Washington, DC 20037

Phone: *(202) 862-1900* ***Fax:*** *(202) 862-1947*

Description:

The Center for Youth Development and Policy Research, part of the Academy for Educational Development, was established in 1990 in response to a compelling need to define and promote national and community strategies for positive youth development. The overall goal of the Center is to create and advance a vision of youth development that specifies outcomes and strategies, thereby establishing clear standards and expectations for youth and communities.

Through the formation, discussion, and dissemination of research and recommendations, the Center aims to persuade policymakers, practitioners, and the public to support the development of competent, committed, and assured youth.

Services:

To achieve its objectives, the Center provides the following services:

- Conducting and synthesizing youth research and policy analysis;
- Disseminating information about exemplary youth programs and policies at the state, local and individual organization levels;
- Initiating and strengthening dialogue and coalition building among researchers, practitioners, and policymakers committed to the well-being of youth; and establishing collaborative efforts with these groups;
- Designing and implementing program evaluations, community assessments, and demonstration projects;
- Providing technical assistance to national organizations, state and local governments, and public and private institutions interested in improving youth development efforts.

Mobilization for Youth Development: Funded by the Ford Foundation and the Lilly Endowment, this is a major five-year public education and advocacy initiative aimed at increasing America's understanding of and investment in establishing a cohesive infrastructure of community support for youth.

Institute on Education and the Economy

Contact:

Sue Berryman
Institute on Education and the Economy
Teachers College, Columbia University
Box 174
New York, NY 10027

Phone: *(212) 678-3091* **Fax:** *(212) 678-4048*

Description:

The Institute on Education and the Economy generates the knowledge needed to confront the confluence of three forces: a restructuring economy with increasing skill requirements, a demography unfavorable to meeting these skill demands, and an educational system caught off guard. To this end, the Institute conducts a vigorous program of research, policy analysis, communication, and intellectual leadership on issues of human capital needs, formation, and consequences.

Much of the Institute's basic research on these topics is conducted under the auspices of the Institute's flagship project, the National Center on Education and Employment (NCEE), funded by a five-year grant from the Office of Research, Office of Educational Research and Improvement of the U.S. Department of Education.

Services:

» Disseminates research and policy analyses through full technical reports, syntheses of the results and policy implications, and nontechnical information briefs.
» Provides timely verbal briefings, speeches, and specially prepared background papers tailored to the needs of a particular policy-making agency;
» Acts as an interpreter between employers and the educational and policy communities on the realities of restructuring the American economy;
» Sponsors special events designed to bridge the worlds of thought and action to bring about educational reform;
» Assists representatives of the print and electronic media frame stories and documentaries on human capital issues.

Selected Publications:

For a complete listing call (212) 678-3091. Some of the papers available include:

» Education and the Economy: A Diagnostic Review and Implications for the Federal Role (1989) by Sue E. Berryman.
» From Useful Knowledge to Vocational Education, 1860-1930 (1989) by Joseph F. Kett.
» Restructuring American Schools: The Promise and Pitfalls (1989) by Lorraine M. McDonnell.

National Alliance of Business

Contact:

National Alliance of Business
1201 New York Avenue, N.W.
Washington, D.C. 20005

Phone: *(202) 289-2888*　　**Fax:** *(202) 289-1303*

Description:

The National Alliance of Business (NAB) builds partnerships with government, labor, and education to assure quality in the American workforce. NAB shapes social policies to improve education and strengthen job training, to develop versatility and instill the values essential to success in the modern workforce.

NAB's new Corporate Action Agenda is a comprehensive array of activities to increase the effectiveness of corporate leaders as advocates and assets for education improvement by providing the tools and assistance to stimulate and sustain their active participation in improving public education to make it responsive to the changing requirements of the modern workplace.

Components of the Alliance's Corporate Action Agenda include a series of "how to" publications and videos and a range of activities to disseminate "cutting-edge" ideas and practices throughout the country.

Services:

In addition to these written products, NAB's Corporate Action Agenda features other tools and activities that foster collaboration, networking and information dissemination designed to make business leaders effective advocates and action agents for education improvement and reform. These resources include:

» The Alliance's Partnership Network
» Alliance Executive Speakers Bureau
» Articles and Supplements in Leading Business Publications
» Education Institutes, Regional Symposia, and Seminars
» Harvard Business School Business/Education Initiative

Selected Publications:

» Corporate Action Agenda: The Business of Improving Education (Executive Summary)
» America's Leaders Speak Out On Business-Education Partnership
» A Blueprint for Business On Restructuring Education
» Business Strategies That Work: Corporate Collaborations To Improve Education
» Who Will Do The Work? A Business Guide for Preparing Tomorrow's Workforce
» The Compact Project: School Business Partnerships for Improving Education

National Governors' Association

Contact:
National Governors' Association
Hall of the States
44 North Capitol Street
Washington, DC 20001-1572

Phone: *(202) 624-5300* ***Fax:*** *(202) 624-5313*

Description:
The National Governors' Association seeks viable, practical solutions to human and economic problems such as poorly educated and unemployed youth who are unprepared for an increasingly sophisticated job market, and poor families on welfare. The Association works toward developing partnerships to balance the interplay between social and economic issues.

The NGA Center for Policy Research conducts research and analyses of critical issues affecting states. The Center also develops, plans, and evaluates demonstration projects that explore new approaches to critical economic and social problems.

Services:
Activities are carried out through two organizational components: the NGA's State-Federal Relations Office focuses on state-federal relations and assisting Governors in the states, and the NGA Center for Policy Research helps improve policy making and program management in state government. Efforts by the State-Federal Relations Office include providing technical assistance in program and policy development in such diverse areas as education reform, welfare reform, employment and training, and economic development. NGA also conducts research and disseminates the results to states through reports, newsletter, conferences and seminars.

National Youth Employment Coalition

Contact:

Joyce Williams
National Youth Employment Coalition
1501 Broadway, Room 1111
New York, NY 10036

Phone: *(212) 840-1834* **Fax:** *(212) 768-0963*

Description:

The National Youth Employment Coalition is a nonprofit membership organization composed of agencies from many different backgrounds. All share a common interest in increasing employment, education and training opportunities for America's youth, especially those who are disadvantaged.

The Coalition responds to the problem of youth unemployment by improving programs and policies at the local, state, and national levels. Members of the Coalition recognize that to improve youth employment opportunities necessarily requires addressing a range of issues affecting many of our youth, including substance abuse, literacy, school failure and dropping-out, teen pregnancy, foster care, poverty, crime, housing, health and immigration.

Services:

The Coalition's objectives are:

» To improve the public's understanding of and support for youth employment programs and initiatives;

» To serve as a clearinghouse of information and as a catalyst for cooperative ventures among Coalition members, voluntary organizations, the education system, and the private sector; and

» To analyze the impact of present and proposed policies upon the development of a comprehensive youth employment policy.

The Coalition seeks to increase employment and training opportunities for youth through a program of public information, resource sharing, legislative and policy analysis, and the encouragement of collaborative ventures.

Selected Publications:

» Approaches to Building Local Youth Employment Coalitions (1986)

» JTPA and High-Risk Youth: A Guide to Effective Employment and Training Programs (1989)

» Investments in Tomorrow's Workforce: Corporate Partnerships for the Education, Employment, and Training of Disadvantaged Youth (1989)

» The Challenges in Staffing Youth Employment and Training Programs: Findings and Recommendations (1989)

Public/Private Ventures

Contact:
Public/Private Ventures
399 Market Street
Philadelphia, PA 19106-2178

Phone: *(215) 592-9099* **Fax:** *(215) 592-0069*

Description:
Public/Private Ventures (P/PV) is a not-for-profit corporation that designs, manages and evaluates social policy initiatives to help young people, especially the hard to serve, become productively employed and self-sufficient.

To achieve this goal, P/PV works with schools, government, employment and training organizations, community-based agencies, foundations and business in a variety of ways:

- designs new strategies to remedy such pressing problems as the high school dropout rate, illiteracy, teenage pregnancy and youth employment;
- evaluates the effectiveness of programs designed to confront these problems;
- conducts multi-site national demonstrations to rigorously test promising new solutions; and
- helps the public and private sectors identify and replicate initiatives that have proven effective.

From all of their work, they distill the best practices and most significant research findings, and actively promote their use in the development of sound public policy.

Current P/PV initiatives include the Summer Training and Employment Program (STEP), and the Urban Corps Expansion Project (UCEP), described in this guide.

Selected Publications:
P/PV has an extensive list of publications, including:

- A Practitioner's Guide: Strategies, Programs, and Resources for Youth Employability Development
- The Practitioner's View: New Challenges in Serving High-Risk Youth

United States Department of Education
Office of Educational Research and Improvement (OERI)

Contact:
United States Department of Education
Office of Educational Research and Improvement
555 New Jersey Avenue, N.W.
Washington, D.C. 20208-5641

Phone: *(202) 357-6671* **FAX:**
or (800) 424-1616

Description:
The Office of Education Research and Improvement (OERI) gathers and disseminates information about the progress and condition of American education. This information includes facts about successful programs and practices as well as trends and issues, statistics relating to many aspects of teaching and learning, and information about the condition and status of American education.

OERI is divided into five program offices:

The Office of Research (OR) seeks to improve knowledge and understanding of education policy and practice and to illuminate and resolve those education problems and issues that are of greatest concern to the American people. To that end, OR administers contracts and grants and grants that support basic and applied research, evaluations, and analyses.

OR also supports and coordinates research conducted by twenty-one national education research and development centers based in universities around the country.

Programs for the Improvement of Practice (PIP) ensures that research findings and data on education programs and practices are made available to the education community and the general public. Information is shared through the National Diffusion Network, a network of educators responsible for disseminating education information from state to state.

The National Center for Education Statistics (NCES) collects, analyzes, and disseminates statistics about all levels of American education.

Library Programs (LP) supports the improvement of services in the nation's vast network of libraries through grants.

Information Services (IS) disseminates OERI data, research results, and reports to audiences that include policy makers, educators, business and industry leaders, researchers, and the general public.

United States Department of Education
Office of Educational Research and Improvement
Educational Resources Information Center (ERIC)

The ERIC Clearinghouses have responsibility for acquiring the significant educational literature within their particular areas, selecting the highest quality and most relevant material, processing (i.e., cataloging, indexing, abstracting) the selected items for input to the database, and also for providing information analysis products and various user services based on the database.

ERIC Clearinghouse on Elementary and Early Childhood Education
University of Illinois
College of Education
805 W. Pennsylvania Avenue
Urbana, IL 61801-4897

Phone: (217) 333-1386 Fax: (217) 244-4572

The physical, cognitive, social, educational, and cultural development of children from birth through early adolescence; prenatal behavior factors; learning theory research and practice related to the development of young children, including the preparation of teachers for this educational level; educational programs and community services for children; and theoretical and philosophical issues pertaining to children's development and education.

ERIC Clearinghouse on Higher Education
George Washington University
One Dupont Circle, N.W., Suite 630
Washington, DC 20036-1183

Phone: (202) 296-2597 Fax: (202) 296-8379

Topics relating to college and university conditions, problems, programs, and students. Curricular and instructional programs, and institutional research at the college or university level. Federal programs, professional education (medicine, law, etc.), professional continuing education, collegiate computer-assisted learning and management, graduate education, university extension programs, teaching-learning, legal issues and legislation, planning, governance, finance, evaluation, inter-institutional arrangements, management of institutions of higher education, and business or industry educational programs leading to a degree.

ERIC Clearinghouse for Junior Colleges
University of California at Los Angeles (UCLA)
Mathematical Sciences Building, Room 8118
405 Hilgard Avenue
Los Angeles, CA 90024-1564

Phone: (213) 825-3931 **Fax: (213) 206-8095**

Development, administration, and evaluation of two-year public and private community and junior colleges, technical institutes, and tow-year branch university campuses. Two-year college students, faculty, staff curricula, programs, support services, libraries and community services. Linkages between two-year colleges and business/industrial organizations. Articulation of two-year colleges with secondary and four-year post-secondary institutions.

ERIC Clearinghouse on Rural Education and Small Schools
Appalachia Educational Laboratory
1031 Quarrier Street
P.O. Box 1348
Charleston, WV 25325-1348

Phone: (304) 347-0400 Fax: (304) 347-0487

Economic, cultural, social or other factors related to the educational programs and practices for rural residents; American Indians/Alaska Natives, Mexican Americans, and migrants; educational practices and programs in all small schools; outdoor education.

ERIC Clearinghouse on Urban Education
Teachers College, Columbia University
Institute for Urban and Minority Education
Main Hall, Room 300, Box 40
525 W. 120th Street
New York, NY 10027-9998

Phone: (212) 678-3433 Fax: (212) 678-4048

Program and practices in public, parochial, and private schools in urban areas and the education of particular racial/ethnic minority children and youth in various settings - local, national, and international; the theory and practice of educational equity; urban and minority experiences; and urban and minority social institutions and services.

United States Department of Education
Office of Educational Research and Improvement
Regional Educational Laboratories

The U.S. Department of Education's Office of Educational Research and Improvement is responsible for maintaining a national network of regional educational laboratories. Ten laboratories serve ten regions, each with its own governing board that determines its focus and work. The Regional Educational Laboratories provide information on educational issues and instructional materials.

David P. Crandall
Executive Director
Regional Laboratory for
Educational Improvement of
the Northeast and Islands
3030 Brickstone Square
Suite 900
Andover, MA 01810

(508) 470-0098
(508) 475-9220 (FAX)

John E. Hopkins
Executive Director
Research for Better Schools, Inc.
444 North Third Street
Philadelphia, PA 19123

(215) 574-9300
(215) 574-0133 (FAX)

Terry Eidell
Executive Director
Appalachia Educational
Laboratory, Inc.
1031 Quarrier Street
Charleston, WV 25325

(304) 347-0400
(304) 347-0487 (FAX)

Roy Forbes
Executive Director
Southeastern Regional Vision
for Education
University of North Carolina
at Greensboro
203 Ferguson Building
Greensboro, NC 27412-5001

(919) 334-3211
(919) 334-3268 (FAX)

Jeri Nowakowski
Executive Director
North Central Regional Educational
Laboratory
1900 Spring Road, Suite 300
Oak Brook, IL

(708) 571-4700
(708) 571-4716 (FAX)

Preston Kronkosky
Executive Director
Southwest Educational
Development Laboratory
211 East Seventh Street
Austin, TX 78701

(512) 476-6861
(512) 476-2286 (FAX)

United States Department of Education
Office of Educational Research and Improvement
Regional Educational Laboratories

Lawrence Hutchins
Executive Director
Mid-Continental Regional
Educational Laboratory
2550 South Parker Road
Suite 500
Aurora, CO 80014

(303) 337-0990
(303) 337-3005 (FAX)

John W. Kofel
Executive Director
Pacific Region Educational
Laboratory
1164 Bishop Street
Suite 1409
Honolulu, HI 96813

(808) 532-1900
(808) 532-1922 (FAX)

Dean H. Nafziger
Executive Director
Far West Laboratory for
Educational Research
and Development
730 Harrison Street
San Francisco, CA 94107-1242

(415) 565-3000
(415) 565-3012 (FAX)

Robert Rath
Executive Director
Northwest Regional Educational
Laboratory
101 S.W. Main Street
Suite 500
Portland, OR 97204

(503) 275-9500
(503) 275-9489 (FAX)

For Laboratory Program
Information, Contact:

Charles Stalford
Laboratory Team Leader
Office of Educational Research and Improvement
555 New Jersey Avenue, N.W., Room 502-H
Washington, DC 20208-544

(202) 219-2123
(202) 209-2106 (FAX)

United States Department of Labor Employment and Training Administration

Contact:
United States Department of Labor
Employment and Training Administration
200 Constitution Avenue, N.W.
Washington, DC 20210

Phone: *(202) 523-6871*

Description:
The Employment and Training Administration's responsibilities include:

» training programs, including the Job Training Partnership Act (JTPA), which prepares economically disadvantaged and dislocated workers for productive employment;

» the network of state employment service offices, which help place people in jobs, and

» income maintenance for those who lose their jobs through no fault of their own.

Under JTPA alone, more than 2 million persons are provided employment and training services each year. Federal funds are apportioned to the states, which provide the training and other services, working with local governments, business and industry, labor, education and nonprofit groups. About 2,100 state employment services offices across the country make over 4 million job placements annually. For those out of work, state unemployment insurance offices, operating under federal guidelines, provide weekly cash benefits which become an important revenue source in local communities.

Divisions of the Employment and Training Administration include:
» Office of Job Training Programs;
» Office of Regional Management;
» Office of Strategic Planning and Policy Development;
» Office of Work-Based Learning;
» Unemployment Insurance Service; and
» United States Employment Service.

United States Department of Labor
Office of Job Training Programs

Contact:
United States Department of Labor
Office of Job Training Programs
200 Constitution Avenue, N.W.
Washington, DC 20210

Phone: *(202) 535-0580*

Description:
The Office of Job Training Programs develops, directs, and administers comprehensive employment and training programs, as well as nationwide management and technical assistance programs, to assist economically disadvantaged unemployed and underemployed individuals to obtain and retain appropriate unsubsidized employment; and, administers from the National Office the Job Corps program and programs for older workers, Indians and Native Americans and migrants and seasonal farm workers.

The Office of Job Training Programs include:

» Office of Employment and Training Programs:
  Division of Program Development and Interpretation
  Division of Analysis and Technical Assistance

» Office of Special Targeted Programs:
  Division of Indian and Native American Programs
  Division of Older Worker Programs
  Division of Seasonal Farmworker Programs

» Office of Job Corps
  Division of Program Planning and Development
  Division of Program Management and Review

United States Department of Labor Employment and Training Administration Office of Regional Management

Contact:
United States Department of Labor
Employment and Training Administration
Office of Regional Management
200 Constitution Avenue, N.W.
Washington, DC 20201

Phone: *(202) 535-0585*

Description:
The Office of Regional Management provides management and direction to the ETA Regional Offices (except the Bureau of Apprenticeship and Training and Job Corps); and coordinates the planning, direction, operations and assessment of the effectiveness of program implementation at the regional and field levels for all field operations initiated by the ETA National Office.

Services:
- » Provides leadership and direction to ensure sound management and program coordination for ETA Regional Offices.
- » Coordinates the program and management planning and review of accomplishments to ensure effective program performance and utilization of resources for regional operations, including programs initiated in the National Office and Executed within regional areas.
- » Develops, coordinates, and maintains programs to ensure effective nationwide implementation of ETA policy and programs in the field, and to assess and report on progress.
- » Provides a focal point for the EEO programs conducted by ETA Grantees.
- » Provides leadership for systems to translate and communicate policy from the Assistant Secretary for Employment and Training to Regional Offices, and to review and coordinate clearance for all ETA directives, ensuring that they are consistent with operating policies and plans.

United States Department of Labor
Office of Strategic Planning and Policy Development

Contact:
United States Department of Labor
Office of Strategic Planning and Policy Development
200 Constitution Avenue, N.W.
Washington, DC 20210

Phone: (202) 535-0659

Description:
The Office of Strategic Planning and Policy Development formulates and makes recommendations to the Assistant Secretary for Employment and Training regarding policies, plans and resource allocations for all initiatives administered by the ETA; develops and implements a nationwide system of legislatively mandated performance standards, and program review and evaluation activities; plans and conducts the ETA research and demonstration program; and develops and reviews policies and legislative proposals relating to training and employment initiatives.

The Office of Strategic Planning and Policy Development divisions include:

» Division of Performance Management and Evaluation
» Division of Research and Program Demonstration
» Division of Planning, Policy and Legislation

United States Department of Labor
Unemployment Insurance Service and Employment Service Offices

Contact:
United States Department of Labor
Unemployment Insurance Service and Employment Service Offices
200 Constitution Avenue, N.W.
Washington, D.C. 20210

Phone: *(202) 523-7831 (UIS)*
Phone: *(202) 535-0157 (ES)*

Description:

Unemployment Insurance Service:
UIS provides leadership and policy guidance to State agencies for the development, qualitative improvement, and operation of the Federal-State unemployment insurance (UI) system, and of related wage-loss, worker dislocation, and adjustment assistance compensation programs.

United States Employment Service:
ES provides general guidance, policy direction and oversight to the States for the purpose of maintaining a nationwide public employment service system which provide the basic labor exchange functions outlined in the Wagner-Peyser statute and regulations; and carries out the Secretary's responsibilities under the Immigration and Nationality Act, the Targeted Jobs Tax Credit Act, and other Secretarial responsibilities under the Wagner-Peyser Act.

William T. Grant Foundation Commission on Work, Family and Citizenship

Contact:

Samuel Halperin, Study Director
William T. Grant Foundation Commission on Work, Family and Citizenship
1001 Connecticut Avenue, N.W.
Suite 301
Washington, D.C. 20036-5541

Phone: *(202) 775-9731* **Fax:** *(202) 872-4050*

Description:

Since the publication in 1988 of its two reports and two dozen papers on The Forgotten Half, the William T. Grant Foundation Commission on Work, Family and Citizenship has carefully monitored movements in the Nation's Capital and in the states which might improve the lives of young people--as future workers, parents, and citizens. Our focus remains constant: "to evaluate current knowledge, stimulate new ideas, increase communication among researchers, practitioners and policy makers and, thus, to help our nation chart a better future for youth.

Selected Publications:

» The Forgotten Half: Pathways to Success for America's Youth and Young Families. William T. Grant Foundation Commission on Work, Family and Citizenship.
» States and Communities on the Move: Policy Initiatives to Build a World-Class Workforce. William T. Grant Foundation Commission on Work, Family and Citizenship.
» Youth Apprenticeship, American Style: A Strategy for Expanding School and Career Opportunities.
» What It Takes: Structuring Interagency Partnerships to Connect Children and Families with Comprehensive Services.
» Thinking Collaboratively: Ten Questions and Answers to Help Policy Makers Improve Children's Services.
» Current Federal Policies and Programs for Youth.
» American Youth: A Statistical Snapshot.

Work, Achievement, Values & Education, Inc. (WAVE)
(Formerly 70001, Inc.)

Contact:

Donna Sizemore-Elliott
Director, Communications
WAVE
501 School Street, S.W., Suite 600
Washington, DC 20024-2754

Phone: *(800) 484-0103* **Fax:** *(202) 488-7595*

Description:

WAVE in Schools is a comprehensive, competency-based program designed to help young people succeed in the classroom, the community and the workplace. The Program includes a flexible, interactive curriculum for grades 9 through 12, extensive teacher training support, and the opportunity for students to participate in a national organization that promotes self-esteem and a sense of cohesiveness among participants. The goal of WAVE in Schools is to reduce absenteeism, improve grades, enhance self-esteem, and ultimately, increase the likelihood of students staying in schools.

WAVE in Communities is a flexible, comprehensive program designed to meet the needs of students who have dropped out of high school. The goal of WAVE in Communities is to enhance academic and employability skills of high school dropouts, improve self-esteem among the participants and provide on-going staff training and support for youth professionals. The program offers educational, employment and motivational development services.

WAVE Training Services offers a variety of workshops designed to train and support youth professionals and other organizations with similar goals. Training is developed and conducted by experts in the field.

National Youth Professionals' Institute is a four-day, annual event designed to address the multitude of issues confronting Youth Practitioners. Participants take part in comprehensive workshop sessions on issues such as youth motivation, dropout prevention, management techniques, employment training, substance abuse prevention, and special youth issues.

Selected Publications:

- WAVEworld: published semi-annually, it offers students a forum in which to exchange information, advice, experiences and opinions.
- WAVElink: corporate newsletter.

Youth Service America

Contact:
Paula Mitchell
Youth Service America
1319 F Street, N.W., Suite 900
Washington, DC 20004

Phone: *(202) 783-8855* **Fax:** *(202) 347-2603*

Description:
Youth Service America is a public policy and advocacy organization promoting coordinated federal, state, local and private sector youth service policy; serving as an information source for programs and individuals; providing technical support for youth service projects, and fostering the development of innovative program models.

Youth Service America works toward providing coherence to the national youth service movement; promoting an ethic of service among America's young people; being an aggressive advocate for youth service programs; developing innovative quality youth service programs in a variety of institutional settings; advancing the progress of youth service with policy makers at every level of government and the public sector; and promoting the dissemination of exemplary models of youth service programs.

Selected Publications:
Recent Youth Service America Publications include:
- Youth Serving the Young: Policy Blueprint
- A Policy Blueprint for Community Service and Youth Employment
- The Adventure of Adolescence: Middle School Students and Community Service
- Streams: a monthly youth service newsletter
- National Youth Service: What's at Stake
- Student Serve
- Community Service Programs in Independent Schools
- Youth Service Guide Book
- Facts and Faith: A Status Report on Youth Service

GENERAL HEALTH

Center for Population Options

Contact:
Robin K. Lewis
Center for Population Options
1025 Vermont Avenue, N.W., Suite 210
Washington, DC 20005

Phone: *(202) 347-5700* **Fax:** *(202) 347-2263*

Description:
The Center for Population Options works to enhance opportunities for young people in key areas of their lives: continuing education, planning their families, obtaining needed health and social services, and finding productive employment. The Center supports the provision of health services to young people including: sexuality education and counseling, family planning, prevention of HIV and AIDS.

Programs:

- **Partnership Program**: The Center works in partnership with existing institutions already working with youth to incorporate teen pregnancy and AIDS prevention into their programs.
- **Teens for AIDS Prevention**: Program which trains teenagers to be advocates and educators for their peers.
- **Life Planning Education**: Helps youth explore their values and interests and develop educational and employment goals.
- **Research Program**: The Center evaluates and assesses promising models and programs developed by organizations throughout the country.

Selected Publications:

- OPTIONS: The quarterly newsletter of the Center for Population Options.
- Clinic News: Quarterly publication concerned with comprehensive health care and other services delivered at school sites.
- Passages: published by the International Center on Adolescent Fertility, at the Center for Population Options.

For a more detailed list of available publications call (202) 347-5700.

United States Department of Health and Human Services
Administration for Children and Families

Contact:
Jo Anne B. Barnhart
United States Department of Health and Human Services
Independence Avenue S.W.
Washington, DC 20201

Phone: *(202) 619-0257* **Fax:** *(202) 401-5770*

Description:
Effective April 15, 1991, Secretary Sullivan established the Administration for Children and Families as a new HHS Operating Division, combining the Family Support Administration, the Office of Human Development Services (except for the Administration on Aging which will continue to report directly to the Secretary), and the Maternal and Child Health block grant, currently administered by Public Health Service.

The goal is to combine the Department's wide spectrum of programs for children and families under a single Assistant Secretary in order to better target and coordinate services. These programs are currently spread across three separate agencies. It is also hoped that providing States, communities, and the Congress with a single agency concerning children's programs and policies will facilitate integration of services for children and their families by States and communities.

Services:
Programs Administered by the New Agency:
Major programs to be administered by the new agency include Head Start, Aid to Families with Dependent Children, Child Support Enforcement, Job Opportunities and Basic Skills, Adoption Assistance, Foster Care, Child Welfare Services, Social Services Block Grant, Child Care and Development Block Grant, Maternal and Child Health Block Grant, and child abuse programs.

SEXUALITY AND TEEN PREGNANCY PREVENTION AND INTERVENTION

Center for Population Options

Contact:
Robin K. Lewis
Center for Population Options
1025 Vermont Avenue, N.W., Suite 210
Washington, DC 20005

Phone: *(202) 347-5700* **Fax:** *(202) 347-2263*

Description:
The Center for Population Options works to enhance opportunities for young people in key areas of their lives: continuing education, planning their families, obtaining needed health and social services, and finding productive employment. The Center supports the provision of health services to young people including: sexuality education and counseling, family planning, prevention of HIV and AIDS.

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» Passages: published by the International Center on Adolescent Fertility, at the Center for Population Options.

For a more detailed list of available publications call (202) 347-5700.

Children's Defense Fund

Contact:
Children's Defense Fund
122 C Street, N.W.
Washington, DC 20001

Phone: *(202) 628-8787* **Fax:** *(202) 783-7324*

Description:
The Children's Defense Fund exists to provide a strong and effective voice for the children of America. Particular attention is paid to the needs of the poor, minority, and disabled children. The goal is to educate the nation about the needs of children and encourage the preventive investment in children before they get sick, drop out of school, become pregnant, etc.

The Children's Defense Fund collects and analyzes data, publishes reports, and provides information on key issues affecting children. The Fund also monitors the development and implementation of federal and state policies, provides technical assistance and support to a network of state and local child advocates, organizations and public officials.

Services:
The Children's Defense Fund provides information and technical assistance in many areas, including:
» Health
» Education
» Adolescent Pregnancy Prevention
» Child Welfare
» Housing and Homelessness
» Child Poverty and Family Income
» Youth Employment

Selected Publications:
» CDF Reports: the monthly newsletter of the Children's Defense Fund.

For a comprehensive list of available publications from the Children' Defense Fund call: (202) 628-8787.

New Futures School, Albuquerque

Contact:
Caroline Gaston
Albuquerque Public Schools
5400 Cutler N.E.
Albuquerque, NM 87110

Phone: *(505) 842-4696* ***Fax:*** *(505) 842-4595*

Description:
New Futures School is a comprehensive program of academic, vocational, parenting and child development education, special education, health counseling and child care services for pregnant and parenting adolescents. In operation since 1970, New Futures School relocated in August 1988 to a facility designed especially for this comprehensive program. It is supported in part by New Futures, Inc., a community-based nonprofit organization, by the New Mexico State Department of Human Service vendor payments for family services and day care, the Health and Environmental Department, the Department of Education Vocational Unit, foundation grants and private donations.

Pregnant students may attend the Perinatal Program during one pregnancy and through an additional semester. A second program serves high risk teen parents until they receive a GED or diploma. Academic courses range from special education and GED training through college preparation. More than 450 students attended New Futures in 1987-88. Both programs include a substantial number of students who had dropped out of school.

New Futures operates four child care facilities on the school premises, each licensed to serve 25 children. One serves infants of Perinatal Program students. The other serves the Young Parents Program. Staffed by a home economics teacher and 13 paraprofessional child care workers, the child care programs maintain a ratio of one staff member to five for children under two and one staff member to six for older children. Students augment this ratio. The centers are open during school hours through the school year. Parents spend one classroom period per day in a child care center and earn elective credit. Transportation is provided for special education students only.

Project New Chance

Contact:
Manpower Demonstration and Research Corporation
Three Park Avenue
New York, NY 10016

Phone: *(212) 532-3200* **Fax:** *(212) 684-0832*

Description:
New Chance is an innovative national demonstration that assists disadvantaged teenage mothers and their children achieve economic self-sufficiency as well as optimal physical and psychological development. The New Chance model was designed by the Manpower Demonstration Research Corporation (MDRC), a nonprofit organization that develops and evaluates programs that increase the self-sufficiency of disadvantaged populations. The New Chance program is known for the variety and intensity of the services it offers to meet the program's objectives.

The program's objectives include:

» increasing participants' educational and vocational skill levels and their ability to attain stable employment;

» enabling participants to control their fertility;

» lessening dependence on public assistance and assisting participants escape poverty;

» enhancing parenting, communication and other life management skills; and

» improving the cognitive, emotional, and physical development of participants' children.

The New Chance model has been implemented in 10 states at 16 selected sites, which will serve as models for other states and organizations interested in developing similar programs. Funding comes from a consortium of federal, state, and local government agencies, private corporations, and foundations.

Selected Publications:

» New Chance: Lessons from the Pilot Phase

Project Re-Direction

Contact:

Manpower Demonstration Research Corporation (MDRC)
3 Park Avenue
New York, NY 10016

Phone: *(212) 532-3200* ***Fax:*** *(212) 684-0832*

Description:

Project Re-Direction, implemented in 1980, was a federal demonstration program intended to ameliorate many of the severe problems that typically accompany childbearing among economically disadvantaged adolescents. The project was directed toward young teenagers who were 17 years or younger, lacked a high school diploma or equivalency degree, and were generally either receiving or eligible to receive Aid To Families With Dependent Children (AFDC).

The program's approach was comprehensive, seeking to enhance the teens' educational, job-related, parenting and life-management skills, while encouraging these young people to delay further childbearing until they had become more self-sufficient. The program's strategy was to link participants with existing services in the community and to support these "brokered" services by providing workshops, peer group sessions, and individual counseling in the program setting. It also paired teens with adult "community women," who volunteered to provide ongoing support, guidance, and friendship outside and within the formal program structures.

After the program's inception, the four program sites and their participants were intensively studied by MDRC, an organization that designs and evaluates innovative social programs. Findings indicate that five years after entering the program (and four years, on average, after leaving it), Project Re-Direction participants, while still disadvantaged, had more favorable outcomes than a comparison group of young mothers in the areas of employment, earnings, welfare dependency, and parenting skills; their children were also at a developmental advantage.

Selected Publications:

» The Challenge of Serving Teenage Mothers: Lessons from Project Redirection

Promoting Self-Sufficiency Among Teenage Parents Project

Contact:

Terry Grobe, Project Manager
Center for Human Resources
Brandeis University
60 Turner Street
P.O. Box 9110
Waltham, MA 02254-9110

Phone: *(617) 736-3770* **Fax:** *(617) 736-3773*

Description:

Brandeis University's Center for Human Resources is administering a grant from the Charles Stewart Mott Foundation designed to promote the self-sufficiency of teenage families. Working with five selected cities around the country, Center staff are assisting policy makers to move toward a more comprehensive approach to service planning and delivery. The three year initiative is intended to improve the quality of programming for teen parents in participant cities by developing coordinated, community-wide strategies involving employment and training, education, health and human services to build the skills parenting teens need to become self-sufficient adults. Project cities are: Camden, NJ; New Orleans, LA; Indianapolis, IN; Oklahoma City, OK; and St. Petersburg, FL.

To address the challenge of promoting self-sufficiency, the Brandeis project is bringing together teams of senior agency administrators representing social services, welfare, education, youth employment and the voluntary sector from the project cities for intensive residential training institutes during year one and year two of the project. Local follow-up sessions will provide on-site technical assistance for planning teams and/or practitioners in each of the five cities. The major goal of this assistance is to help cities develop the policies and programs needed to tie a variety of services together into a comprehensive self-sufficiency strategy. The project will foster the development of local interagency teams that can continue to work together over the long term to address the challenges of welfare reform and, more generally, serving "at-risk" youth.

In addition to providing training, the project will develop a set of free-standing training packages for youth practitioners and planners nationwide. These training materials will use the ideas and strategies generated by the residential Institutes and local training as well as drawing on materials developed by the Center for Human Resources and other organizations working with "at-risk" youth. The training packages will enable other cities to develop their own approach to the development and implementation of coordinated, comprehensive self-sufficiency projects for teen parents.

The Teenage Pregnancy and Parenting Project (TAPP)

Contact:
Charleen Clemens
Project Director
Family Service Agency of San Francisco
1325 Florida Street
San Francisco, CA 94110

Phone: *(415) 695-8300* **Fax:**

Description:
TAPP is an interagency, city-wide, comprehensive case management service network which coordinates approximately fifty agencies in providing an array of health, education, and social services to pregnant and parenting teens regardless of school, medical or welfare status. TAPP effectively addresses transitions between services and programs as the youth moves through the educational, social, and health sites. TAPP was started in November, 1981 with funding from the Federal Office of Adolescent Pregnancy as an attempt to assist the young parent over an extended period of time instead of targeting services to only the prenatal and immediate post-natal period as in previous programs.

TAPP is coordinated by the San Francisco Unified School District, the Family Service Agency of San Francisco, the Department of Social Services and the Department of Public Health. Funding comes from a mix of federal, state, and local public and private monies, including DOL, the Ford Foundation, Perkins funds, DOE, the San Francisco Foundation, the Department of Education, and the United Way.

TAPP's philosophy is to build a community of support based on a combination of continuous case management with essential services and supportive single site programs. TAPP's primary component is the case management component, which exists to guide youth through needed services and offer ongoing counseling. Each youth is assigned a continuous case manager to help obtain services specified in an individualized case plan. The case manager remains in contact with the teen parent, family, and young father for up to three years or until the teen parent reaches 19 years old. Critical functions of case management include:

- » Client identification and outreach,
- » Individual assessment,
- » Service planning,
- » Linkage with requisite services,
- » Monitoring of service delivery,
- » Client advocacy,
- » Evaluation.

These functions must be implemented effectively at the systems level, as well as the client level. At the systems level there are several strategies for improving service delivery wherever the youth is in the system:

- » Co-location
- » Comprehensive single sites
- » Network meeting structure
- » Interagency linkage agreements
- » Other written policy
- » Data management

In 1982, TAPP added a comprehensive case management component for teen fathers including community worker outreach, support groups, and recreational activities. TAPP's model of continuous case management has been adopted in whole or in part by 29 California communities called California Adolescent Family Life Program. TAPP also includes a vocational education and training component for job training and preparation.

United States Department of Health and Human Services Bureau of Maternal and Child Health and Resources Development

Contact:

United States Department of Health and Human Services
Bureau of Maternal and Child Health and Resources Development
Independence Avenue S.W.
Washington, DC 20201

Phone: *(202) 619-0257* **Fax:** *(202) 443-1719*

Description:

The Bureau develops, administers, directs, coordinates, monitors, and supports Federal policy and programs pertaining to health care facilities, health care promotion of mothers and children, a national network of activities associated with organ donations, procurements, and transplantation, and activities related to AIDS. This includes financial, capital, organizational, and physical matters. Some of the Bureau's activities include:

» providing national leadership in supporting, identifying, and interpreting national trends and issues of significance relative to the health status of mothers, infants, children, and children with special health care needs, and administers block and discretionary grants, contracts, and funding arrangements designed to address these issues;

» developing long-and short-range program goals and objectives for health facilities, and for specific health promotional, organ transplantation, and AIDS activities;

» serving as adviser to and coordinating activities with other administration organizational elements, other Federal organizations within and outside the Department, state and local bodies, and professional and scientific organizations;

» maintaining liaison and coordinating with non-Federal public and private entities as necessary for the accomplishment of its missions and objectives.

United States Department of Health and Human Services National AIDS Information Clearinghouse

Contact:
United States Department of Health and Human Services
Public Health Service
Centers for Disease Control
National AIDS Information and Education Program
Atlanta, GA 30333

Phone: *(800) 458-5231* **Fax:** *(301) 738-6616*

Description:
The National AIDS Information Clearinghouse is a comprehensive information service for people working with HIV and AIDS, including public health professionals, educators, social service workers, attorneys, human resource managers, and employers. These professionals work in a variety of settings, including State AIDS programs, community based organizations, service organizations, businesses, and associations.

As a service of the U.S. Department of Health and Human Services, Public Health Service, Centers for Disease Control, the Clearinghouse collects, classifies and distributes up-to-date information and provides expert assistance to HIV- and AIDS-prevention officials. The Clearinghouse is a central source for in depth information about AIDS and HIV services and resources.

Services:
An experienced team of reference specialists with a broad knowledge of AIDS organizations and materials can access a wealth of information about HIV and AIDS. These specialists will answer inquiries, make referrals, and help locate publications pertaining to HIV infection and AIDS. Spanish and French speaking specialists are also available. In addition, the Clearinghouse offers:

» Resource Database contains descriptions of more than 14,900 organizations that provide HIV- and AIDS related services.
» Educational Materials Database includes a collection of more than 7,500 hard-to-find HIV- and AIDS- related educational materials.
» AIDS School Health Education Database offers citations and descriptions of educational resources for professionals to use in educating children and youth.
» Funding Database describes funding opportunities for community-based HIV and AIDS service organizations.

Selected Publications:
Materials can be obtained by calling the Clearinghouse toll free at (800) 458-5231.

MENTAL HEALTH

Child and Adolescent Service System Program (CASSP)

Contact:
CASSP Technical Assistance Center
Georgetown University Child Development Center
2233 Wisconsin Avenue, N.W., Suite 215
Washington, DC 20007

Phone: *202-338-1831* ***Fax:*** *(202) 338-0860*

Description:
The Child and Adolescent Service System Program assists states and communities in their efforts to improve service systems through the CASSP Technical Assistance Center (CASSP TA Center). The CASSP TA Center is a division of the Georgetown University Child Development Center and part of the National Network for Children with Special Needs. The Center's special areas of emphasis include the development of care for children and their families, community-based service approaches, cultural competence, services for special populations of high risk youth, and strategies for financing services.

Services:
Activities of the Center include:

» Undertaking studies and developing information packets, issue briefs, and monograph studies on topics concerning children and adolescents with serious emotional disturbances;

» Conducting conferences and training institutes on a range of topics related to the planning, delivery, and financing of services;

» Providing consultation on achieving systems change and on all aspects of developing and providing services to children and families; and

» Collaborating with federal and state human service agencies and national child advocacy organizations concerned with improving services for children and adolescents who are seriously disturbed.

Mental Health Policy Resource Center

Contact:

Mental Health Policy Resource Center
1730 Rhode Island Avenue, N.W.
Suite 308
Washington, DC 20036

Phone: *(202) 775-8826* **Fax:** *(202) 659-7613*

Description:

The Mental Health Policy Resource Center takes a comprehensive approach to policy, considering services and systems, financing, research and human resources. The Center examines the relationships between mental and physical health, disability, criminal justice and education.

Services:

The Center locates, catalogues, houses, and disseminates mental health policy information. Services also includes the Policy Information Exchange (PIE). PIE is a specialized library of both published and unpublished materials, policy reports, legislative and regulatory texts, research abstracts, funding data, and directories of experts, programs, and organizations.

» The Question, Response, and Referral Service draws on library and staff expertise for brief and timely responses to inquiries.

» PIE Online, the Center's computer system, provides an easy way to communicate with the Center and others in the field. PIE Online can also be utilized to check the latest legislation, publications, events, surveys, etc.

» The Center also offers packages of useful materials, and provides workshops and seminars exploring policy issues.

Selected Publications:

» Policy in Perspective: the Center newsletter, provides the background, context and outlook for policy exchange and highlights significant activities of mental health groups.

SUBSTANCE ABUSE

United States Department of Health and Human Services Office for Substance Abuse Prevention (OSAP)

Contact:
United States Department of Health and Human Services
Office for Substance Abuse Prevention
Independence Avenue S.W.
Washington, DC 20201

Phone: *(202) 619-0257* **Fax:** *(202) 443-1719*

Description:
The Office provides a national focus for the Federal effort to prevent alcohol abuse and other drug problems. In carrying out this responsibility, the Office:

- develops, implements, and reviews prevention and health promotion policy related to alcohol and drug abuse, analyzing the impact of Federal activities on State and local governments and private program activities;
- supports comprehensive, collaborative, community-based innovative prevention demonstration programs;
- operates a grant program for projects to demonstrate effective models for the prevention, early intervention and treatment of drug and alcohol abuse among high-risk youth and other target populations;
- sponsors regional and national workshops and conferences on the prevention of drug and alcohol abuse;
- supports the training for substance abuse counselors and other health professionals involved in drug and alcohol abuse education, prevention, and intervention;
- provides technical assistance to States and local authorities and other national organizations and groups in planning, establishing and maintaining substance abuse prevention efforts;
- collects and compiles drug and alcohol abuse prevention literature and other materials and supports a clearinghouse to disseminate such materials among States, political subdivisions, educational agencies and institutions, health and drug treatment networks, and the general public;
- serves as a national authority and resource for developing and analyzing information and findings relating to the prevention of alcohol and drug abuse;
- participates in the dissemination and implementation of research findings by PHS agencies and other research institutes on the prevention of alcohol and drug abuse;
- collaborates with and encourages other Federal agencies, national, foreign, State, and local organizations to promote substance abuse prevention activities;
- provides and promotes the evaluation of projects; and
- carries out administrative and financial management, policy and program development, planning and evaluation, and public information functions which are required to implement such programs.

United States Department of Health and Human Services National Clearinghouse for Alcohol and Drug Information (NCADI)

Contact:
United States Department of Health and Human Services
Office for Substance Abuse
National Clearinghouse for Alcohol and Drug Information
P.O. Box 2345
Rockville, MD 20852

Phone: *(301) 468-2600* **Fax:** *(202) 443-1719*

Description:
The National Clearinghouse is the information component of the Office for Substance Abuse Prevention of the U.S. Department of Health and Human Services.

Every state and territory has at least one local information center and clearinghouse to shape existing alcohol and other drug information resources to meet local needs. Called the RADAR Network, these centers are linked to NCADI, OSAP, and each other via a modern, state-of-the-art computer system. Information flows instantaneously, and both ways to assure State and local input.

Services:
The Clearinghouse:

» Maintains an inventory of hundreds of publications developed by Federal agencies and private sector organizations;

» Provides access to the Prevention Materials Database, on online computer collection of thousands of prevention products such as posters, videotapes, curricula, program descriptions, and more;

» Offers Prevention Pipeline, a bimonthly information service which contains the latest available information about research, resources, and activities in the prevention field;

» Develops and maintains the inhouse database, IDA (Information on Drugs and Alcohol), which contains more than 15,000 references; and

» Distributes grant applications and information about grant programs.

United States Department of Health and Human Services
Office for Treatment Improvement

Contact:
United States Department of Health and Human Services
Office for Treatment Improvement
Independence Avenue S.W.
Washington, DC 20201

Phone: *(202) 619-0257* ***Fax:*** *(202) 443-1719*

Description:
The principal function of the Office is to provide national leadership for the Federal effort to enhance approaches and programs focusing on the treatment of drug abusers as well as associated problems of alcoholism and mental illness among this population. In carrying out this responsibility, the Office:

» collaborates with States, communities, health care providers, and national organizations to upgrade the quality of drug treatment, to improve the effectiveness of drug treatment programs, and to expand drug treatment capacity;
» provides financial assistance to targeted geographic areas to strengthen treatment programs for drug abuse and other related disorders (with emphasis on assistance for pregnant and postpartum women and their infants, minorities, adolescents, and residents of public housing projects), and to strengthen the collaboration among the members of the drug treatment community;
» provides a focus for addressing the treatment needs of individuals with multiple drug, alcohol, and mental problems;
» collaborates with the National Institute on Drug Abuse and the States to promote development of treatment outcome standards;
» collaborates with the Institutes and the Office for Substance Abuse Prevention in treatment data collection and training of health care providers;
» promotes mainstreaming of alcohol, drug abuse, and mental health treatment into the health care system; and
» administers the alcohol, drug abuse, and mental health services block grant program and the homeless block grant program, including compliance reviews, technical assistance to States, territories, and indian tribes, and application and reporting requirements related to the block grant programs.

HOMELESSNESS

Bridge Over Troubled Waters

Contact:
The Bridge Inc.
47 West Street
Boston, MA 02111

Phone: *(617) 423-9575* **Fax:** *(617) 423-4830*

Description:
Bridge Over Troubled Waters (The Bridge, Inc) is a local, Boston-based agency with a broad range of services designed to meet the needs of runaways, homeless street youth and other alienated adolescents in order to stimulate their own resources to survive and succeed.

Bridge adheres to an overall mission "to do whatever may be necessary or desirable in assisting youth who are on the streets with no one to comfort them to achieve a place in society as normal and useful citizens." Bridge is a multi-service agency with a group of inter-related programs designed to meet the continually changing needs of runaway and homeless youth.

Services:
Some of the services provided by Bridge are:

» **The Streetwork Outreach Program**: is the backbone of all services at Bridge. The Bridge streetworkers reach out to youths each afternoon and evening in the areas where they gather, allowing the youths to develop a trusting relationship with Bridge.

» **The Runaway Program**: is designed to meet the special needs of adolescents who have recently left home.

» **Medical Program and Dental Clinic**

» **The Education/Pre-Employment Program**: offers a flexible and individualized approach to advancing participants' education and/or job readiness skills.

» **The Counseling Program**

» **The Family Life Center**: offers support to pregnant and parenting young women who, because they are young and generally by themselves, need help in raising their children.

» **The Bridge Residential Program**: provides housing for 34 residents in Bridge Houses, and 15 residents in Bridge Apartments.

National Network of Runaway and Youth Services, Inc.

Contact:
Della M. Hughes
Executive Director
The National Network of Runaway and Youth Services, Inc.
1400 I Street, N.W., Suite 330
Washington, DC 20005

Phone: *(202) 682-4114* **Fax:** *(202) 289-1933*

Description:
The National Network's mission is to "challenge the nation and ourselves to provide positive alternatives to youth in high risk situations and their families." The mission is accomplished through advocacy and public education; developing and disseminating information, educational materials and model programs; providing training and technical assistance; and conducting an annual symposium. The National Network represents over 900 agencies that serve runaway, homeless, and other youth in high risk situations and their families. It is operated in conjunction with regional and state networks, community-based agencies, and dedicated individuals.

Services:

» **Public Education**: to decision makers, and the general public about the unique needs of runaway, homeless, and at-risk youth.

» **YOUTHNET**: electronic communication service, connects youth service professionals across the country via computer. Provides access to information on runaway and homeless youth, such as federal legislation, funding alerts, management information, training, etc.

» **Symposium**: annual symposium gathers youth service workers, young people, decision makers, local, state, and national leaders, etc. to exchange information. Offers a forum to develop collaborative efforts.

Selected Publications:

» Safe Choices Guide: a comprehensive manual on HIV and AIDS prevention. The guide contains a skill-based HIV and AIDS prevention curriculum for youth.

» Network News: national quarterly newsletter.

» Policy Reporter: policy newsletter about policy issues, legislation, etc.

The National Network also produces trainers' manuals, such as the Safe Choices Guide on HIV and AIDS and the Youth-Reaching-Youth Implementation Guide and information booklets, such as How to be an Effective Advocate.

WELFARE AND INCOME SECURITY

American Public Welfare Association

Contact:
American Public Welfare Association
810 First Street, N.E., Suite 500
Washington, D.C. 20002-4267

Phone: *(202) 682-0100* **Fax:** *(202) 289-6555*

Description:
The American Public Welfare Association is a private nonprofit, bipartisan organization representing the 50 state and territorial human service departments, local public welfare agencies, and individual members, many of whom work in the public human services.

The American Public Welfare Association advocates sound, effective, and compassionate social welfare policy at the national, state, and local levels.

Services:

» Conducting state-of-the-art policy research, development, and analysis closely tied to the practical day-to-day demands upon and experiences of human service administrators and the complex needs of the clients they serve.

» Working directly with Congress and the executive branch, with governors, and state legislators, to shape policies and programs that promote the self-sufficiency of families and individuals.

» Providing professional skills training for public welfare staff in order to address comprehensive and changing needs of the 1990s and beyond.

» Managing a program of broad public outreach related to sound and effective programs and services through national media relations, publications, and public information networks including national, state, and local human service agencies.

Center for Law and Education

Contact:

Center for Law and Education
955 Massachusetts Avenue
Cambridge, MA 02139

Phone: *(617) 876-6611* ***Fax:*** *(617) 876-0203*

Description:

The Center for Law and Education, a local, Boston-based center, provides support services on education issues to advocates working on behalf of low-income students and parents. Its mission is to take a leadership role in improving the quality of public education for low-income students throughout the nation and to enable low-income communities to address their own public education problems effectively.

The Center was founded in 1969. It is part of the nationwide network of support centers funded by the Legal Services Corporation to provide specialized legal assistance to legal services program staff members and members of pro bono panels who represent eligible clients.

Services:

The Center for Law and Education offers the following services:

» advice and collaboration on cases
» publications
» training
» federal program advocacy
» litigation
» assisting parent and student involvement in education

The Center provides Services in areas such as: Bilingual/Bicultural Education; Chapter 1 Programs (Compensatory Education); Education Reform; Homelessness and Education; Vocational Education; and the educational rights of Welfare Recipients.

Vocational Education Project

In 1988 the Center began "Vocational Opportunity for Community and Educational Development," a nationwide project to assist low-income students and communities to redirect vocational education programs. The project works to link schools and community development organizations. The project offers support to student/parent/community organizations around the country that are working to reshape their local and state vocational programs. The project also conducts monitoring and advocacy at the federal level, and prepares publications and research.

Selected Publications:

The Center's publications program includes a range of periodicals, manuals, monographs and reports.

Child Welfare League of America

Contact:

Caryn Anthony
Child Welfare League of America
440 First Street, N.W., Suite 310
Washington, DC 20001-2085

Phone: *(202) 638-2952* **Fax:** *(202) 638-4004*

Description:

The Child Welfare League of America is today the largest voluntary membership organization devoted entirely to protecting and promoting the well-being of children. The organization is widely known for establishing child welfare standards that guide practice in areas such as child protective services, out-of-home care and adoption.

In addition, training, consultation, and conferences are provided for agency CEOs, child welfare practitioners, board leaders and volunteers. Other major areas of activity are CWLA's vast publishing enterprise, its results-oriented public policy work, and the national advocacy network of thousands of individuals who work to improve the lives of children

Services:

Some of the services provided by the Child Welfare League of America include:

» Working for passage of comprehensive child day care legislation;
» Working toward prevention of adolescent pregnancy and to provide services to pregnant and parenting adolescents;
» Research on such issues as child welfare;
» Task force activity in such areas as adoption and day care, HIV/AIDS education and prevention, and chemical dependency.

Selected Publications:

CWLA produces policy and practice books, a scholarly journal, several newsletters and other publications. For a recent catalogue of CWLA publications call (202) 638-2952.

Manpower Demonstration Research Corporation (MDRC)

Contact:
Manpower Demonstration Research Corporation
3 Park Avenue
New York, New York 10016

Phone: *(212) 532-3200*

Description:
The Manpower Demonstration Research Corporation (MDRC) is a non-profit corporation that develops, implements, manages, and evaluates innovative programs intended to increase the self-sufficiency of economically disadvantaged groups. MDRC's goal is to provide reliable information on program implementation and effectiveness to policymakers and program operators. MDRC has run programs to promote the self-sufficiency of the following groups: economically disadvantaged youths, teen mothers, and welfare recipients.

MDRC-tested programs include combinations of education, employment, training, and other services to increase the self-sufficiency of participants. Demonstrations are usually carried out on a scale large enough for the research findings to illustrate how programs work in different labor market and administrative settings.

Services:
With a strong knowledge of the strategies that may work to address complex social problems, MDRC has increasingly been called upon to advise policymakers and practitioners on lessons and findings from the research and their implications for policy, program design, and implementation. Program operators who participate in an MDRC demonstration not only become involved in an effort to inform national policymaking but also may benefit from information shared among the various sites seeking to implement a model program.

Selected Publications:
A list of publications is available from MDRC.

National Governors' Association

Contact:
National Governors' Association
Hall of the States
44 North Capitol Street
Washington, DC 20001-1572

Phone: *(202) 624-5300* ***Fax:*** *(202) 624-5313*

Description:
The National Governors' Association seeks viable, practical solutions to human and economic problems such as poorly educated and unemployed youth who are unprepared for an increasingly sophisticated job market, and poor families on welfare. The Association works toward developing partnerships to balance the interplay between social and economic issues.

The NGA for Policy Research conducts research and analyses of critical issues affecting states. The Center also develops, plans, and evaluates demonstration projects that explore new approaches to critical economic and social problems.

Services:
Activities are carried out through two organizational components: the NGA's State-Federal Relations Office focuses on state-federal relations and assisting Governors in the states, and the NGA Center for Policy Research helps improve policy making and program management in state government. Efforts by the State-Federal Relations Office include providing technical assistance in program and policy development in such diverse areas as education reform, welfare reform, employment and training, and economic development. NGA also conducts research and disseminates the results to states through reports, newsletter, conferences and seminars.

United States Department of Health and Human Services
Administration for Families and Children
The Office of Family Assistance (OFA)

Contact:
John Turner, Director
Administration for Families and Children
Aerospace Building
370 L'Enfant Promenade, S.W.
Washington, D.C. 20447

Phone: *(202) 401-4849* **Fax:** *(202) 401-4683*

Description:
The Office of Family Assistance (OFA) within The Administration for Children and Families (ACF), provides leadership on public assistance and economic self-sufficiency programs. OFA is responsible for programs such as: Aid to Families with Dependent Children (AFDC), the nation's largest cash assistance program; the Job Opportunities and Basic Skills Training Program (JOBS), which provides the opportunity for welfare recipients to receive education, training and employment services as a way to become self-sufficient; and certain child care programs that assist low-income individuals to obtain and retain employment.

The Job Opportunities and Basic Skills Training Program: The Family Support Act of 1988, with the establishment of the JOBS program, made a fundamental shift in welfare policy. Instead of providing only temporary cash assistance, the welfare system is now providing welfare recipients education, training and employment opportunities to enable them to become self-sufficient. States have flexibility in the design and operation of their JOBS program. While the Federal government sets program goals and provides federal funding, the states have flexibility to determine the types and sequence of services they will offer in each area of the state. JOBS also provides for support services, such as child care and transportation to make participation possible for the individual. Transitional medical and child care benefits for up to one year after employment are also available. All states, the District of Columbia, Guam, Puerto Rico and the Virgin Islands and 76 tribal grantees implemented the program as of October 1990.

YOUTH VIOLENCE

Education Development Center, Inc.

Contact:

Renee Wilson- Brewer
Education Development Center
55 Chapel Street
Newton, Massachusetts 02160

***Phone:** (617) 969-7100*

1250 24th Street NW, Suite 300
Washington, D.C. 20037

***Phone:** (202) 466-0540*

Description:

Education Development Center, Inc. (EDC) is an international research and development organization dedicated to improving the quality and effectiveness of education throughout the world. Projects span preschool to professional education with special attention to the needs of those populations least well served.

EDC promotes human development through education. Working throughout the United States and in seventy-five countries, EDC has been a leader in addressing a wide range of educational, health, and social problems. In schools, universities, homes, hospitals, health care centers, government agencies, business, and communities, EDC is working to improve the quality of life for people of all ages and from all racial, ethnic, and cultural backgrounds.

As a center for networking and collaboration, EDC brings people and organizations together to solve common problems. In addition to its core staff of over 200 people, EDC also draws on the consulting services of an international network of scholars and practitioners. Offices in Newton, Massachusetts, and Washington, D.C., provide project management with field offices established as needed at project sites throughout the world.

Education Development Center, Inc.

Aggressors, Victims, and Bystanders: Middle School Violence Prevention Curriculum

The goal of this project is to develop a violence prevention curriculum based on a study of middle school students' attitudes towards violence and their roles as aggressors, victims, and bystanders. The project integrates public health approaches to violence prevention with behavioral science research on aggression. EDC is assessing the cognitive factors that underlie violent behavior and conducting a review of existing programs. A violence prevention curriculum will be developed and field tested in several Boston middle schools. Curriculum effectiveness will be evaluated in terms of the changes in children's measures of cognitive mediation, behavioral intention, and violence-related behaviors.

Violence Prevention for Early Teens

EDC conducted a review of existing violence prevention programs and materials for adolescents in the United States. Pertinent data about each program was collected, including effectiveness and replication requirements. A national conference was held in Washington, D.C., in June 1990 to discuss lessons learned from these programs and future directions. EDC then prepared a document that describes model programs, summarizes evaluation findings, critiques methodologies, and addresses such issues as the extent to which violence prevention must be integrated with efforts to reduce substance abuse. The Carnegie Council on Adolescent Development is considering making both the conference background paper and the final report available as council working papers that will be disseminated widely.

Forum on Youth Violence in Minority Communities

Minority youth in the United States face an extremely high risk of death or injury from violence. EDC developed a series of six background papers for the Centers for Disease Control's (CDC) December 1991, conference, Forum on Youth Violence in Minority Communities: Setting the Agenda for Prevention. The purpose of the conference was to summarize what is known about violence prevention so that information can be applied in minority communities, and determine priorities for the evaluation of violence prevention programs so that future research can be appropriately targeted. The conferees, from public health, criminal justice, social service, academia, minority communities, foundations, and the federal government, were provided with the background papers to prepare for their participation in small working groups. The papers, as well as the working group recommendations, will be available from CDC in 1991.

Violence Prevention in Health Settings and the Community

Health care providers are well placed to play an important role in reducing the incidence of adolescent violence through patient and public education. EDC has developed a screening tool and training program for health care providers in their treatment of urban youth. It is designed for use during an adolescent's routine health care visit, and when an adolescent seeks treatment for a violence-related injury. The materials are being tested in several New England health care institutions.

SYSTEMS/PROGRAM DESIGN

BASIC SKILLS AND ASSESSMENT

Brandeis Practitioner's Academy
Center for Human Resources

Contact:
Center for Human Resources
Brandeis University
60 Turner Street
P.O. Box 9110
Waltham, MA 02254-9110

Phone: *(617) 736-3770* **Fax:** *(617) 637-3773*

Description:
The Brandeis Practitioner's Academy is an intensive, multi-week training initiative designed to prepare experienced youth practitioners as peer technical assistance providers for the employment and education communities. The Practitioner's Academy was developed by Brandeis as part of the Youth Research and Technical Assistance Project, a 15-month research and training initiative sponsored by the U.S. Department of Labor.

In 1990-91, the Practitioner's Academy focused on the issues of employability assessment and competency-based training and education. 20 state and local employment and education professionals participated in the Academy's two week-long training sessions. All of the Academy participants have had substantial experience as youth practitioners and have been leaders in the development of employability assessment systems. Most have been involved in the Project of the States or similar efforts to redesign local systems. (Also see the description of the Project of the States.) Each participant has made a commitment to sharing his or her experience as a peer assistance provider for the field.

Services:
The 20 Practitioner's Academy members are available to work with interested SDAs on issues related to assessment, case management, and the design of competency-based systems. Assistance from Academy members can take several forms: telephone assistance or on-site consultation and training. The Center for Human Resources will act as a clearinghouse for assistance requests and will be responsible for supervising the work of Academy members. Because of limited funding, communities or programs requesting on-site assistance will be expected to cover any necessary travel costs and fees.

For more information on the Practitioner's Academy or to request assistance, contact the Center for Human Resources at the address and telephone listed above.

The Business Council For Effective Literacy

Contact:

The Business Council for Effective Literacy
1221 Avenue of the Americas
New York, New York 10020

Phone: *(212) 512-2415*

Description:

The Business Council for Effective Literacy (BCEL) is a publicly-supported national operating foundation dedicated primarily to informing business about the adult literacy problem and encouraging and assisting business participation in literacy activities at the local, state, and national levels.

BCEL works closely with both the corporate community and adult literacy groups, serving a major catalytic role. It brings companies and programs together, follows and assesses literacy activities across the country, and provides guidance to companies on meaningful ways to become involved. It also contributes to national and state public policy development and planning.

Services:

BCEL provides direct technical assistance in many forms. The Council:

» Convenes meetings with executives representing various sectors of the business community to discuss the adult literacy issue, provide a forum for companies already involved to share their activities, and help stimulate further interest and involvement.

» Meets with and advises individual companies and business associations on specific options for their involvement.

» Meets with and advises literacy programs and planning groups about activities in the field and about opportunities for business support and involvement.

» Takes an active role in national, state, and urban planning/policy development through communications and meetings with legislative and congressional leaders, agencies of government, education officials, key literacy coalitions, businesses, and general foundations.

» Gives speeches and workshops at major national and state business and literacy gatherings.

» Maintains a national data base, providing information and making referrals on a daily basis to individuals and groups requesting such help.

Selected Publications:

» The BCEL Newsletter.

» Monographs. Published titles include: Pioneers and New Frontiers and Turning Illiteracy Around: An Agenda for National Action.

» BCEL Bulletins. These periodic how-to-do-it bulletins address discrete topics of special concern to the business and literacy communities.

The Center for Human Resources

Contact:
Susan P. Curnan, Director
The Center for Human Resources
Brandeis University
60 Turner Street
P.O. Box 9110
Waltham, MA 02254-9110

Phone: *(617) 736-3770* **Fax:** *(617) 736-3773*

Description:
The Center for Human Resources at Brandeis University is one of the nation's leading research, training, and policy development organizations in the field of youth employment and education. The Center's mission is to bring together the lessons of research and experience in ways that will help practitioners and policy makers successfully address the issues of long-term self-sufficiency for youth and adults.

Since its establishment in the late 1970s, the Center has worked with federal, state, and local governments, and with private organizations and foundations, on issues ranging from the evaluation of basic skills programs to the development of community-wide, collaborative youth service systems. Current interests include: employability assessment; competency-based education and training; alternative education and dropout prevention; case management systems; and community-wide education, employment, and human services partnerships.

Services:
The Center for Human Resources' activities include a mix of evaluation and practitioner-oriented research, policy development, and hands-on training and technical assistance.

Recent research and evaluation activities include:

» Evaluations of the Rockefeller Foundation's "Community Planning and Action Grant" projects and the Ford Foundation's "Quantum Opportunities Project."

» Research "synthesis" papers on national human resource policy; interagency coordination strategies; and business/education partnerships for the U.S. Departments of Labor and Education.

» Development of practitioner-oriented guides to effective practices in case management, basic skills education, and career-related programs for middle-school aged youth.

Policy development activities include:

» Preparation of a guide on the use of state and local performance management strategies to increase services for at-risk youth, in conjunction with the Department of Labor's Region V [Midwest] Performance Management Task Force.

» Consultation with state and local policy-making bodies on issues ranging from JTPA

performance standards policies to the establishment of multi-agency commissions on teen parenting.

- Development of long-term research, policy, and technical assistance strategy recommendations for the U.S. Department of Labor.

Direct training and technical assistance activities include:

- Long-term, on-site training and assistance to more than a dozen cities on the redesign of local youth employment systems and the development of comprehensive, community-wide employment and education strategies.
- Development of the "Practitioner's Academy," an intensive, multi-week training program aimed at helping experienced youth practitioners become effective peer technical assistance resources for the employment and education community. The 1990-91 Practitioner's Academy focused on the development and implementation of employability assessment systems and trained approximately 20 practitioners as peer assistance providers.
- Training on the state and local levels, for policy makers and for practitioners, on case management practices and systems design; educational partnerships; employability assessment; performance management; and related issues.

Selected Publications:

Recent Center papers and publications include:

- An Introduction to Basic Skills Education for At-Risk Youth: A Decision Maker's Guide to Principles and Practices;
- Commonwealth Futures, A Community Youth Investment Strategy;
- A Guide to Working Partnerships
- A Guide to Case Management with At-Risk Youth
- A Synthesis of Existing Knowledge and Practice in the Field of Educational Partnerships;
- Working It Out: Performance Management Strategies for Increasing Services to At-Risk Youth;
- Future Options Education; and
- The Youth Programs Newsletter, which provides information on research and current practices in employment and education.

Comprehensive Adult Student Assessment System (CASAS)

Contact:
Patricia Rickard
Comprehensive Adult Student Assessment System (CASAS)
2725 Congress Street
Suite 1-M
San Diego, CA 92110

Phone: *(619) 298-4681* **Fax:** *(619) 298-9635*

Description:
The Comprehensive Adult Student Assessment System (CASAS) provides learner-centered curriculum management, assessment, and evaluation systems to education and training programs in the public and private sector. It has been funded through the National Diffusion Network since 1984 and is recognized as an exemplary program in the area of adult literacy. The CASAS system is used extensively throughout the country in Adult Basic Education, English as a Second Language, workplace literacy, family literacy, Job Training Partnership Act programs, welfare reform, corrections, and amnesty programs.

The Employability Competency System (ECS) was developed by CASAS to fill a critical void in the employability skills measurement and instruction of youth and adult students enrolled in JTPA, welfare reform, Carl Perkins, and other employment preparation programs.

Services:
CASAS provides assessment tools to place students in programs, diagnose learners' needs, monitor progress, and certify mastery of functional basic skills. Assessment instruments are available to measure the reading, math, listening, and speaking skills, as well as critical thinking, problem solving, and communication skills encountered by adults in everyday life and work. The system is based on functional life skills which are validated by the CASAS consortium of agencies. Key components of the system include tests that are easy to administer and score, the CASAS Competency List and CASAS Curriculum Index and Matrix, training resources, and implementation guides. These materials help agencies develop appropriate curricula and target instruction based on program goals and student needs.

CASAS facilitates coordination and provides accountability at the local, state and national level. To ensure effective implementation of the CASAS system, training and technical assistance are provided.

Educational Testing Services

Contact:
Bill Petzinger
Educational Testing Services
Rosedale Road
Princeton, NJ 08541

Phone: *(609) 921-9000* **Fax:** *(609) 734-1909*

Description:
Educational Testing Service in the world's largest private educational measurement institution and a leader in educational research. The nonprofit organization develops and administers achievement, occupational and admission tests, such as the Scholastic Aptitude Test (SAT) for the College Board, and for clients in education, government and business.

Headquartered in Princeton, New Jersey, the Educational Testing Service has eight national field office and administers seven million exams in the United States as well as tests in 170 other countries.

Laubach Literacy Action

Contact:
Maria Procopio
U.S. Program of Laubach Literacy International
1320 Jamesville Avenue, Box 131
Syracuse, NY 13210

Phone: *(315) 422-9121* ***Fax:*** *(315) 422-6369*

Description:
Laubach Literacy Action (LLA) is the United States program of Laubach Literacy International. LLA specializes in providing services and materials enabling volunteers to work with adults in attaining the level of reading, writing and mathematical skills needed to solve the problems encountered in daily life.

LLA works with volunteer community groups and with other agencies that want to add a volunteer training component. LLA provides print and audio-visual resources, consultation, technical assistance and on-site training. LLA provides information, training and consultation in the areas of the organization/management and instruction/methodology of literacy programs. LLA is also an information and resource center which networks with 900 member groups nationally.

Services:
The following services are provided by a national network of volunteer consultants or by LLA staff:

- Providing technical assistance in areas such as how to assess local literacy needs; how to plan and organize programs; how to manage a local program; how to evaluate program effectiveness;

- Training volunteers to use the Laubach Way to Reading instructional series and other instructional approaches with native speakers of English or speakers of other languages;

- Training in volunteer program management and administration; and

- As an information and resource center, providing members with publicity and recruitment tools, regional and national conferences, and access to information on all aspects of volunteer programming.

Literacy Volunteers of America, Inc.

Contact:
Helen Crouch, President
Literacy Volunteers of America, Inc.
5795 Widewaters Parkway
Syracuse, New York 13214

Phone: *(315) 445-8000* **Fax:** *(315) 445-8006*

Description:
Literacy Volunteers of America, Inc. (LVA) is a national organization of volunteers which provides a variety of services to combat the problem of adult literacy in the U.S. and enable people to achieve personal goals through literacy. LVA's primary premise is that well trained and supported volunteers can be effective tutors of adults, and that mobilizing the talents of large numbers of diverse kinds of people can make significant impact on the problem.

The LVA organization is three-tiered: local, state, and national, each with a primary focus. The local affiliate is the operating arm which provides direct service to clients. The state organizations support existing affiliates, establish new programs and develop innovative projects with their states in cooperation with LVA. The LVA national office establishes new programs in underserved areas and provides support services to existing programs. It also researches and develops materials for volunteer training and program management.

Services:
LVA provides tutoring and other educational services directly to persons desiring increased literacy skills, including English as a second language. LVA also works to encourage and assist other organizations and individuals who are committed to a literate society.

LVA's national office supplies technical assistance, consulting services and materials to public schools, other literacy organizations, correctional facilities, libraries and adult basic education agencies.

The Project of the States

Contact:
Lori Strumpf, President
Strumpf Associates/Center for Remediation Design
1133 15th Street, N.W.
Suite 1200
Washington, D.C. 20005

Phone: *(202) 872-0776* **Fax:** *(202) 728-1196*

Description:
The Project of the States is a national demonstration project conducted by the Center for Remediation Design/Strumpf Associates in Washington, D.C. and the Center for Human Resources at Brandeis University in association with state agencies and local JTPA organizations in seven states (California, Connecticut, Kansas, Michigan, Nebraska, Oregon, and Washington).

Working with state and local policy makers, administrators, and program staff, the basic goal of the Project of the States is to help communities restructure the ways in which they deliver employment and education services to youth and adults by working to (1) improve the match between participant needs and services and (2) improve the quality of instruction through a more integrated approach to teaching workplace-related basic skills (e.g. basic academic skills, pre-employment skills, and work maturity skills). The basic elements of the Project in each site include:

» The development of criterion-referenced basic skills assessment tools and curriculum management systems that focus on workplace-related skills. Developed in collaboration with the Comprehensive Adult Student Assessment System (CASAS), the assessment and curriculum tools build on the competencies that practitioners in each community or state have identified as relevant to their particular labor market.

» The restructuring of services in participating SDAs using the locally identified competencies as a framework. Restructuring includes the development of new approaches to targeting that focus on skill deficiencies; using assessment to match participants to needed services (not people to slots); redesigning and reorganizing the mix of programs to provide services that address different participant needs; and using a case management approach which uses competencies as a tool for connecting services and providing a sequence of services over time. Also included are strategies to adapt current contracting and MIS systems to allow more flexible service designs.

- Building the capacity of state and local staff to provide training and technical assistance. A major element of the Project has been the training of local staffs to implement new systems and to provide the necessary training to local providers. Through the Center for Remediation Design, the Project has developed a practitioner training curriculum for use at the local level and a process for training and certifying SDA staff as staff trainers.

- Establishing partnerships between employment and training, welfare, and education, which result in common identification of indicators of employability and common assessment approaches.

Secretary's Commission on Achieving Necessary Skills (SCANS)

Contact:
U.S. Department of Labor
Secretary's Commission on Achieving Necessary Skills
200 Constitution Avenues, N.W.
Washington, DC 20210

Phone: *(800) 788-SKILL* **Fax:** *(202) 523-0467*

Description:
The Secretary's Commission on Achieving Necessary Skills (SCANS) was asked to examine the demands of the workplace and whether youth are capable of meeting workplace demands. The goal is increased educational achievement for all segments of the population.

The Commission was directed to advise the Secretary on the skill levels required to attain employment. The Commission set out to: define the skills needed for employment; propose acceptable levels of proficiency; suggest effective ways to assess proficiency; and develop a dissemination strategy for the nation's schools, businesses, and homes.

The Commission's activities will conclude in February 1992. During this time the Commission will continue efforts to propose acceptable levels of proficiency and work on suggesting effective ways to assess proficiency and developing a dissemination strategy for the nation's schools, business, unions, and homes.

Services:
Besides producing a report on the skills necessary for employment, the Commission will bring employer, labor, educator, and parent groups together to make the needed changes. In addition, the Commission will convey the relationship between learning and earning to students. The Commission will foster a continuing relationship among education, labor, and business and will disseminate results widely. SCANS will also encourage schools to develop ways to teach the skills identified and to assess when an individual has mastered them.

Selected Publications:
» What Work Requires of Schools: A SCANS Report for America 2000

Strumpf Associates/Center for Remediation Design

Contact:
Lori Strumpf
Strumpf Associates
1133 15th Street, N.W., Suite 1200
Washington, DC 20005

Phone: *(202) 872-0776* ***Fax:*** *(202) 728-1196*

Description:
Strumpf Associates/Center for Remediation Design, established five years ago by four public interest groups, functions as a technical assistance, training, and practical research center. The primary goal is to help human resource systems define their role in the provision of basic academic skills training connected to workplace skills and literacy. The Center provides assistance in change management in public systems including public education, employment and training, and welfare. The Center works on site with policy makers and practitioners to develop practical solutions to problems.

Strumpf Associates/CRD facilitates a process of risk management to improve the quality of service in several areas:

» facilitating strategic planning to assure that programs have clear goals;
» designing and improving employability assessment systems that focus on the services needed by the participant;
» integrating basic skills and workplace literacy into employment-related programs;
» targeting services to those with the greatest needs;
» developing compensation mechanisms to assure that service providers can serve individuals most in needs of skills improvement;
» implementing competency-based instruction to improve the overall quality of services;
» training on functional-context instructional approaches;
» improving collaborative efforts of human resource programs; and
» designing performance management systems that provide incentives to develop quality programs.

Strumpf Associates/CRD is a joint project of the U.S. Conference of Mayors, the National Association of Counties, the National Association of Private Industry Councils, and the Partnership for Training and Employment Careers. The National Governors' Association supports specific projects of the Center.

United States Basic Skills Investment Corporation (U.S. Basics)

Contact:

John Smith
U.S. Basics
1700 Diagonal Road, Suite 400
Alexandria, VA 22314

Phone: *(703) 684-1265* **Fax:** *(703) 684-1276*

Description:

U.S. Basics, a private, not-for-profit organization grew out of the work begun in 1983 by the Remediation and Training Institute (RTI) with support from the Ford Foundation and the Charles Stewart Mott Foundation to help education and employment and training programs better meet the basic skills needs of those they serve with easy-to-use and cost-effective educational tools.

U.S. Basics helps education service providers better achieve such overall program goals as reduced school dropout rates, early childhood development and family stabilization, skills training/ retraining, job placement and upward job mobility. U.S. Basics facilitates transitions such as welfare to independence, school-to-work or post-secondary education, etc.

Services:

Strategies include:

- Initiate demonstration projects which improve basic skills education;
- Replicate the Comprehensive Competencies Program (CCP) model and customize multi-media subsets;
- Refine, upgrade, and expand CCP and other educational tools;
- Leverage improved public and private sector policies, practices, and resources on the basic skills front.

CCP Program:

CCP is an exemplary basic skills educational system designed to help learners read, write, and compute effectively. Individualized and competency-based, it uses print, audio-visual, and computer-assisted instruction combined with one-on-one teaching and constant feedback to enable individuals to direct their own learning and to learn at their own pace. CCP covers academic objectives from elementary through college levels, and an inclusive array of functional (life skills) objectives necessary for success in the workplace, marketplace, family, and community.

United States Department of Education
Office of Educational Research and Improvement
Educational Resources Information Center (ERIC)

The ERIC Clearinghouses have responsibility for acquiring the significant educational literature within their particular areas, selecting the highest quality and most relevant material, processing (i.e., cataloging, indexing, abstracting) the selected items for input to the database, and also for providing information analysis products and various user services based on the database.

ERIC Clearinghouse on Reading and Communication Skills
Indiana University
Smith Research Center
2805 East 10th Street, Suite 150
Bloomington, IN 47405-2373

Phone: (812) 855-5847 Fax: (812) 855-7901

Reading, English and communication skills (verbal and nonverbal), pre-school through college; educational research and instruction development in reading, writing, speaking, and listening; identification, diagnosis, and remediation of reading problems; speech communication, mass communication, interpersonal and small group interaction, interpretation, rhetorical and communication theory, speech sciences, and theater. Preparation of instructional staff and related personnel in these areas.

All aspects of reading behavior with emphasis on physiology, psychology, sociology, and teaching; instructional materials, curricula, tests/measurement, and methodology at all levels of reading; the role of libraries and other agencies in fostering and guiding reading; diagnostics and remedial reading services in schools and clinical settings. Preparation of reading teachers and specialists.

ERIC Clearinghouse on Test, Measurements, and Evaluation
American Institutes for Research
Washington Research Center
3333 K Street, N.W.
Washington, DC 20007-3893

Phone: (202) 342-5060 Fax: (202) 342-5033

Tests and other measurement devices; methodology of measurement and evaluation; application of tests, measurement, or evaluation in educational projects or programs; research design and methodology in the area of testing and measurement/evaluation; learning theory in general.

ALTERNATIVE EDUCATION/ DROPOUT PREVENTION

Cities In Schools, Inc.

Contact:
Sarah DeCamp
Cities In Schools, Inc.
401 Wythe Street
Suite #200
Alexandria, Virginia 22314-1963

Phone: *(703) 519-8999* **Fax:** *(703) 519-7213*

Description:
Cities In Schools, Inc. (CIS), the nation's largest dropout prevention organization, operates projects in 278 educational sites throughout the country, encompassing 58 programs. During the peak of the 1990-91 school year, CIS reached 33,000 at-risk students and their families. The national CIS organization is a public/private partnership supported by a variety of private businesses, foundations and individuals as well as an interagency grant from the U.S. Departments of Justice, Labor, Health and Human Services, and Commerce. The mission of Cities in Schools is to connect appropriate human services with at-risk youth in addressing such critical issues as school attendance, literacy, job preparedness, teen pregnancy, drug and alcohol abuse, teen suicide, and school violence.

The programs are run from the local school system and the mayor's office, and serve students at the elementary, junior high or secondary level depending on the site. Students are referred to Cities in Schools by the Juvenile Court System or a teacher, and remain in the program for the entire school year.

Services:
Cities in Schools provides a mix of basic skills instruction and the support services necessary to attend and succeed in the program. Services are offered in a school setting. Service models differ by community.

National Academy Foundation

Contact:

Phyllis Frankfort
National Academy Foundation
660 Madison Avenue, Suite 1804
New York, NY 10021

Phone: *(212) 754-0040* ***Fax:*** *(212) 754-5139*

Description:

The National Academy Foundation has been established to encourage and support partnerships between business and education to strengthen the preparedness of the American workforce. The Foundation builds upon the successful, eight-year Academy of Finance model by replicating it and applying it to professions and industries where rapid growth is anticipated.

The Academy of Finance, Academy of Travel and Tourism and the Academy of Public Service offer a special two-year curriculum for public high school juniors and seniors, training for public high school teachers to teach the Academy courses, and on-the-job training summer internships with businesses for Academy students.

Services:

The National Academy Foundation works to:

- Develop and maintain the quality of Academy programs;
- Foster the expansion of the Academies through partnerships between public school systems and national and local businesses;
- Provide technical assistance, curricula and administrative materials for Academy programs;
- Through corporate sponsorships, develop new Academy programs in professions and industries which offer career opportunities;
- Maintain a national network among students, graduates, teachers, business participants, foundations, and public officials in order to facilitate the exchange of information and ideas; and
- Inform public policy makers and business leaders about the vision and effectiveness of the NAF Academies as educational reform models.

National Dropout Prevention Center

Contact:
Marty Duckenfield
National Dropout Prevention Center
Clemson University
205 Martin Street
Clemson, SC 29634

Phone: *(803) 656-2599* **Fax:** *(803) 656-0136*

Description:
The mission of the National Dropout Prevention Center is to reduce the school dropout rate (K-12) throughout the nation. Major Center functions include developing and maintaining the nationally accessible FOCUS Database of programs and resource information related to dropout prevention. The Center also serves as a clearinghouse of information and resources pertinent to dropout prevention activities, conducts action research and demonstration programs, and provides technical assistance to practitioners, researchers, and policymakers. The Center produces a quarterly newsletter for members of the National Dropout Prevention Network, and numerous publications are also available.

Services:
Information and technical assistance regarding dropout prevention.

Selected Publications:
Brochures include "The National Dropout Prevention Center," "FOCUS: A Dropout Prevention Database," and "Partnerships: The Keystone of Dropout Prevention."

Brief Reports include "How to Identify At-Risk Students" and "Self-Esteem: The Key to Student Success."

Monographs include:
» Mentoring Programs for At-Risk Youth
» The Sourcebook, which provides needed resources to programs designed to meet the needs of at-risk youth.
» School-Community-Business Partnerships: Building Foundations for Dropout Prevention.
» Effective Strategies for Dropout Prevention.
» The Mentoring Guidebook.
» Tutoring Success!

Philadelphia High School Academies, Inc.

Contact:
Philadelphia High School Academies, Inc.
230 S. Broad Street
2nd Floor
Philadelphia, PA 19102

Phone: *(215) 546-6300* **Fax:** *(215) 546-9174*

Description:
The Philadelphia High School Academies program is an active partnership between business, labor, community organizations and the Philadelphia School District. Working together, they share responsibility for linking academic skills to occupational training and, in turn, linking education to steady jobs and paychecks for Academy graduates.

Through the direct involvement of business and labor, intensive guidance by teachers and opportunities for paid work experience, students develop positive attitudes, good work habits, a sense of self worth and, ultimately, a desire to succeed.

Academies include: The Philadelphia Business Academy, The Philadelphia Health Academy, The Academy of Applied Electrical Science, The Academy of Applied Automotive and Mechanical Science, The Philadelphia Environmental Technology Academy, The Horticulture Academy, The Academy for Fitness, Sports Education and Recreation, and The Hotel, Restaurant and Tourism Academy.

Program Features:

- Shared responsibility between the private sector and the School District of Philadelphia in every facet of the program's operation, from funding, planning and policymaking to curriculum design and day-to-day management;
- The integration of academic and occupational skills training;
- Students rostered together from grades nine through twelve with their own instructional staff and regularly scheduled employability enhancement activities;
- Specially designed staff development activities that train teachers in team teaching and planning, individualized student instruction, career counseling and increasing parental involvement;
- Paid work experience for job-ready students, part-time during the school year and full-time in the summer and upon graduation.

SCHOOL TO WORK/COLLEGE TRANSITION

Center for Corporate and Education Initiatives

Contact:
Center for Corporate and Education Initiatives
Heller School
Brandeis University
60 Turner Street, Box 9110
Waltham, MA 02254

Phone: *(617) 736-4990* **Fax:** *(617) 736-3854*

Description:
The Center for Corporate and Education Initiatives works with business and industry, higher education, and government to create opportunities for under-achieving and low-income youth to attain the skills and credentials they need to reach their educational and career goals. Two national programs are now underway that involve partnership efforts for youth achievement.

Career Beginnings is a school to college and career transition strategy which targets at-risk students in their junior year and serves them for two years with a set of activities which include: academic enrichment, one-to-one mentoring from the business and professional community, personal career/educational counseling, summer employment, and life-skills seminars. This initiative is sponsored nationally by foundations and corporations, including: The John D. and Catherine T. MacArthur Foundation, the Commonwealth Fund, Gannett Foundation, Inc., Melville Corporation, Pillsbury Company, The Harris Foundation, RJR Nabisco, Aetna, and Thom McAn, among others. Career Beginnings is presently expanding to new cities and is seeking additional sponsors.

Higher Ground is a new four-year, multi-site national pilot project aimed at increasing college completion and career opportunities for low-income and minority college students. Growing out of the Career Beginnings experience, Higher Ground provides Career Beginnings graduates and other low-income students with up to four years of academic assistance, career planning, social support, summer and school-year internships, and mentors from the academic, business, and professional community. Now operating at six colleges and universities, the program is sponsored nationally by The Pew Charitable Trusts, and The Ford Foundation.

Selected Publications:
Sample publications are available, including:
» Career Beginnings: Helping Disadvantaged Youth Achieve Their Potential
» Mentoring: What Works. What Doesn't

Center for Law and Education

Contact:

Center for Law and Education
955 Massachusetts Avenue
Cambridge, MA 02139

Phone: *(617) 876-6611* ***Fax:*** *(617) 876-0203*

Description:

The Center for Law and Education, a local, Boston-based center, provides support services on education issues to advocates working on behalf of low-income students and parents. Its mission is to take a leadership role in improving the quality of public education for low-income students throughout the nation and to enable low-income communities to address their own public education problems effectively.

The Center was founded in 1969. It is part of the nationwide network of support centers funded by the Legal Services Corporation to provide specialized legal assistance to legal services program staff members and members of pro bono panels who represent eligible clients.

Services:

The Center for Law and Education offers the following services:

» advice and collaboration on cases
» publications
» training
» federal program advocacy
» litigation
» assisting parent and student involvement in education

The Center provides Services in areas such as: Bilingual/Bicultural Education; Chapter 1 Programs (Compensatory Education); Education Reform; Homelessness and Education; Vocational Education; and the educational rights of Welfare Recipients.

Vocational Education Project

In 1988 the Center began "Vocational Opportunity for Community and Educational Development," a nationwide project to assist low-income students and communities to redirect vocational education programs. The project works to link schools and community development organizations. The project offers support to student/parent/community organizations around the country that are working to reshape their local and state vocational programs. The project also conducts monitoring and advocacy at the federal level, and prepares publications and research.

Selected Publications:

The Center's publications program includes a range of periodicals, manuals, monographs and reports.

Center for Occupational Research and Development (CORD)

Contact:
Kay Liston
Center for Occupational Research and Development
601 Lake Air Drive
Waco, Texas 76710

Phone: *(817) 772-8756* **Fax:** *(817) 772-8972*
or (800) 231-3015

Description:
The Center for Occupational Research and Development (CORD) works for the advancement of vocational and technical education. Spanning secondary, postsecondary and adult training and education, CORD provides effective services, forecasts, strategies, curricula and materials that are used to promote a more productive and competitive workforce. CORD's goal is to assist educational institutions and other organizations who provide education, training and retraining for America's technical workers.

Services:
The Center for Occupational Research and Development offers many services, including:

» Designing curricula for technologies, applied academics and worker retraining.
» Organizing and managing educational networks and cooperative programs that unite industry, government and educational institutions.
» Supporting schools, regions, and states in educational planning.
» Developing strategies for retraining adult workers.
» Consulting with schools to identify, develop, and implement new programs.
» Conducting workshops on educational trends, issues and solutions.
» Analyzing workforce needs in new technology areas.
» Producing and distributing print, video and computer-based instructional materials for schools, colleges, and industry.

Council of Chief State School Officers

Contact:
Christopher Harris
Council of Chief State School Officers
Suite 379
400 North Capitol Street, NW
Washington, DC 20001

Phone: *(202) 393-8161* **Fax:** *(202) 393-1228*

Description:
Over the past four years, the Council of Chief State School Officers has adopted major policy statements around the theme "Education Success for All." The top priority for Council for 1991 and over the next three years is connecting school to employment. The Council's goal is to provide leadership in improving school and workplace learning for better education and employment outcomes for all youth. Proposed activities encompass continuing Council action focused on serving students at risk of school and ultimately employment failure. The Council will coordinate efforts among states to develop models for change of the organization, curriculum, materials, personnel training,, assessment and school/employer partnerships essential to program success as well as for creative and collaborative funding and implementation of these models across agencies and programs.

Activities include:

» Establishment of a Task Force of chief state school officers to oversee Council school-to-work activities; an Expert Panel to identify resources, research and strategies on preparation of youth for employment; and an Advisory Committee to provide input on products, actions, and recommendations.

» Council survey of states on "best practices" of school-to-work connections and subsequent report on effective strategies and programs to enable students to make successful school-to-work transitions.

» Information gathering and coalition building activities to inform national organizations and constituents of Council's activities and concern in improving school and employment linkages, strengthen federal and state legislative initiatives in school-to-work transition, and develop recommendations for federal action.

» Research and preparation of a "guide" for chief state school officers on new findings about school-to-work transition and how schools must change to support more effectively the employment preparation of students.

» Development of a multi-state consortium to collaborate in design of new systems for work/study and apprenticeship programs, standards of credit, criteria for training, funding arrangements, etc.

- Establishment of Council competitive grant program to support planning for state initiated youth apprenticeship policies and programs in 10 states and implementation of policies and programs in 5 states.

- Implementation of a conference for state education agency teams to showcase model school-to-work transition efforts and to develop action plans for improved preparation of students for the workplace.

- Implementation of interagency conference of states to showcase model programs targeting the education and training needs of youth at greatest risk and to explore creative use of multiple federal and state funding streams including FSA/JOBS, JTPA, vocational and regular education.

- Public education and technical assistance activities to states implementing plans to bring about changes in school-to work programs.

Institute on Education and the Economy

Contact:

Sue Berryman
Institute on Education and the Economy
Teachers College, Columbia University
Box 174
New York, NY 10027

Phone: *(212) 678-3091* **Fax:** *(212) 678-4048*

Description:

The Institute on Education and the Economy generates the knowledge needed to confront the confluence of three forces: a restructuring economy with increasing skill requirements, a demography unfavorable to meeting these skill demands, and an educational system caught off guard. To this end, the Institute conducts a vigorous program of research, policy analysis, communication, and intellectual leadership on issues of human capital needs, formation, and consequences.

Much of the Institute's basic research on these topics is conducted under the auspices of the Institute's flagship project, the National Center on Education and Employment (NCEE), funded by a five-year grant from the Office of Research, Office of Educational Research and Improvement of the U.S. Department of Education.

Services:

» Disseminates research and policy analyses through full technical reports, syntheses of the results and policy implications, and nontechnical information briefs.
» Provides timely verbal briefings, speeches, and specially prepared background papers tailored to the needs of a particular policy-making agency;
» Acts as an interpreter between employers and the educational and policy communities on the realities of restructuring the American economy;
» Sponsors special events designed to bridge the worlds of thought and action to bring about educational reform;
» Assists representatives of the print and electronic media frame stories and documentaries on human capital issues.

Selected Publications:

For a complete listing call (212) 678-3091. Some of the papers available include:

» Education and the Economy: A Diagnostic Review and Implications for the Federal Role (1989) by Sue E. Berryman.
» From Useful Knowledge to Vocational Education, 1860-1930 (1989) by Joseph F. Kett.
» Restructuring American Schools: The Promise and Pitfalls (1989) by Lorraine M. McDonnell.
» What Do We Need To Teach? (1990) by Sue E. Berryman.

Jobs for the Future

Contact:
Richard Kazis
Director of Work-based Learning Programs
Jobs for the Future
48 Grove Street
Somerville, MA 02144

Phone: *(617) 628-6661* **Fax:** *(617) 628-1319*

Description:
Jobs for the Future, Inc. (JFF) works with the private, public, and non-profit sectors to design and implement policies to improve workforce quality in the U.S. Since 1984, JFF has conducted in-depth research, development and implementation programs in 6 states, focusing on strategies for strengthening education, training, and economic development in those states.

Jobs for the Future has launched a three-year program to advance the knowledge and practice of youth apprenticeship in the United states. With initial funding from Pew Charitable Trusts, JFF will expand its activities in the area or work-based learning through policy work promoting development of a national youth apprenticeship system and technical assistance to youth apprenticeship demonstration projects. The National Youth Apprenticeship Initiative is an outgrowth of JFF's ongoing state-level work.

Services:
JFF will conduct a range of national-level activities, including: publication of relevant research and analysis; preparation and dissemination of model curricula and performance standards; creation of a national advisory group; coordination of national, state and local workshops and conferences; and participation in key policy debates and forums.

In addition, JFF staff will provide assistance to a minimum of fifteen experimental youth apprenticeship programs during the next three years. JFF will help local projects in the areas of: feasibility studies; program design and implementation; curriculum development; orientation for participant employers, schools, and students; and project evaluation.

Selected Publications:
Jobs for the Future's publications list includes the following titles:

» State Government and Youth Apprenticeships
» Building New National School-To-Work Systems: Great Britain and Australia
» Voices form School and Home
» Integrated Work and Learning: New England Council Allied Health Proposal
» The Pennsylvania Youth Apprenticeship Program
» Conference Packet: "Youth Apprenticeship, American Style"

National Center for Research in Vocational Education

Contact:
David Stern
National Center for Research in Vocational Education
University of California at Berkeley
1995 University, Suite 375
Berkeley, CA 94704

Phone: *(415) 642-4004* **Fax:** *(415) 642-2124*
or (800) 762-4093

Description:
The National Center for Research in Vocational Education is a resource for research and exemplary practice in vocational education with an active program of applied and basic research. NCRVE's overall mission is to engage in research and related activities designed to increase the access of all Americans, regardless of their aptitudes or abilities, to a high quality work life that is not only economically rewarding but also personally fulfilling. The Center especially concentrates efforts on lower ability students whom schools have traditionally underserved.

To guide its research, NCRVE relies primarily on pursuing inquiry in a broad range of problem areas and/or disciplines to understand how the work-related knowledge base is changing, how to use this knowledge base more effectively, and how to use education more effectively on the job.

Services:
The research and service agendas of NCRVE have been organized around the following objectives:

» better understanding how work is changing and what these changes imply for increasing students' understanding of work opportunities and for improving the relationship between schools and workplaces;

» identifying better educational strategies for preparing students for work;

» improving the articulation between secondary and postsecondary education and strengthening the capacity of postsecondary vocational education to respond to an increasingly diverse student body; and

» improving the accountability of secondary and postsecondary education by knowing what to count, enhancing assessment practices, improving methods for monitoring performance and linking performance to public policy.

National Institute for Work and Learning

Contact:
Bryna Shore Fraser
National Institute for Work and Learning
Academy for Educational Development
1255 23rd Street NW, Suite 400
Washington, D.C. 20037

Phone: *(202) 862-8845* **Fax:** *(202) 862-1947*

Description:
The National Institute for Work and Learning (NIWL), an Institute of the Academy for Educational Development (AED) since 1988, seeks to: improve the relationships between institutions of work learning; facilitate linkages between education and work for youth and adults; and support productive aging for older adults.

NIWL's focus is the development of collaborative processes at local, state, and national levels. NIWL promotes active collaboration among the institutions of work, learning, and the community.

Services:
NIWL accomplishes its mission through basic and policy research, action and development projects, program evaluations, information networking, and technical assistance in three program areas:

» **Partnerships for Youth Transition**. NIWP contributes to better: education-work transitions; greater private sector involvement to increase public school effectiveness; and closer relationships among employers, youth, parents, and education institutions. Activities include: Research on youth transition from school to work; evaluation of business-school partnership programs; evaluation of intergenerational mentoring programs; evaluation of community and youth service programs; research on community-wide work and community service opportunities linked to learning objectives for youth.

» **Worklife Education and Training**. NIWL seeks to aid worklife transitions made necessary by new technology, changing skill needs, plant closings, structural changes in the economy, and the continuing movement of women into the labor force. Activities include: planning and conducting forums and conferences on education-work collaboration, youth employment, adult learning, and intergenerational mentoring; assisting the development of Private Industry Council/higher education collaboration related to the implementation of the Job Training Partnership Act.

» **Productive Aging**. NIWL focuses on increasing options and opportunities for older adults to remain productive and serve as resources to their communities and society, after retirement.

Selected Publications:

NIWL has published over 75 reports and monographs including:

- » Between Two Worlds: Youth Transition from School to Work
- » The Boundless: A Prospectus for an Education/Work Policy
- » Improving Workplace Literacy Through Community Collaboration -- Leader's Guide and Workbook
- » Industry-Education-Labor Collaboration: Policies and Practices in Perspective
- » Youth and Work: What We Know; What We Don't Know; What We Need to Know

United States Department of Education
Office of Educational Research and Improvement
Educational Resources Information Center (ERIC)

The ERIC Clearinghouses have responsibility for acquiring the significant educational literature within their particular areas, selecting the highest quality and most relevant material, processing (i.e., cataloging, indexing, abstracting) the selected items for input to the database, and also for providing information analysis products and various user services based on the database.

ERIC Clearinghouse on Adult, Career, and Vocational Education
Ohio State University
Center on Education and Training for Employment
1960 Kenny Road
Columbus, OH 43210-1090

(614) 292-4353

All levels and settings of adult and continuing, career, and vocational/technical education. Adult education, from basic literacy training through professional skill upgrading. Career education, including career awareness, career decision making, career development, career change, and experience-based education. Vocational and technical education, including new sub-professional fields, industrial arts, corrections education, employment and training programs, youth employment, work experience programs, education/business partnerships, entrepreneurship, adult retraining, and vocational rehabilitation for the handicapped.

United States Department of Education
Office of Vocational and Adult Education

Contact:
Thaine McCormick
United States Department of Education
Office of Vocational and Adult Education
400 Maryland Avenue S.W.
Washington, DC 20202

Phone: *(202) 732-2441* **Fax:** *(202) 732-2011*

Description:
In helping adults attain the basic skills necessary to obtain a high school diploma or its equivalent and to find employment, the Office of Vocational and Adult Education (OVAE) administers and coordinates education and training programs and recommends policy to the states to promote programs in vocational-technical education, adult education, and literacy. OVAE encourages states to offer a full range of support services including career guidance and placement and emphasizes policies that ensure equal access to such programs for minorities, women, the disadvantaged, people with disabilities, people for whom English is a second language, and others with special needs. OVAE also promotes coordination between public agencies and the private sector in providing individuals with vocational training and literacy instruction.

Divisions:

» **The Division of Vocational-Technical Education**: administers funds allotted by Congress to the states for vocational-technical education programs; gathers and analyzes data and information on nationally significant topics in vocational-technical education; and informs educators and the public about issues/innovations in the field.

» **The Division of Adult Education and Literacy**: administers adult education programs supported by federal grants to the states; provides funds for research and development in adult learning/literacy fields; operates the Clearinghouse on Adult Education and Literacy; publishes a bimonthly newsletter and conducts activities with national organizations to promote volunteer assistance in illiteracy programs.

» **The Division of National Programs**: administers funds awarded by competition to national programs; administers select adult education programs; manages the National Center for Research in Vocation Education at the University of California at Berkeley; and manages six curriculum coordination centers across the county that collect and disseminate information and provide technical assistance to curriculum developers.

United States Department of Labor
Office of Work-Based Learning

Contact:

James Van Erden
United States Department of Labor
Office of Work-Based Learning
200 Constitution Avenue, N.W.
Washington, DC 20210

Phone: *(202) 535-0540* **Fax:** *(202) 535-0986*

Description:

The Office of Work-Based Learning leads, promotes, coordinates, and provides executive direction in support of the Assistant Secretary for Employment and Training for work-based training, school-to-work transition, apprenticeship, and other industrial programs.

In summer 1989, the Employment and Training Administration awarded grants amounting to $1.8 million to three organizations to develop demonstration programs in work-based learning for already-employed workers. The grants are designed to expand the apprenticeship concept of training into non-traditional occupations and industries, to upgrade employee skills, and to develop the skills of workers in small businesses. The following are brief descriptions of the projects and their status as of December 1990, by grantee.

Projects:

National Alliance of Business:
The National Alliance of Business (NAB) is coordinating four Job Performance Learning Programs to expand work-based learning to occupations that traditionally do not use apprenticeship for workforce training.

Human Resource Development Institute:
Through the Upgrading and Career Ladder Program, the Human Resource Development Institute (HRDI) is organizing three demonstration projects to incorporate apprenticeship principles in upgrading worker skill levels.

70001 Training and Employment Institute:
The 70001 Training and Employment Institute is working with small to mid-sized businesses to incorporate the use of work-based learning in the training of their employees.

CASE MANAGEMENT

The Center for Human Resources

Contact:
Susan P. Curnan, Director
The Center for Human Resources
Brandeis University
60 Turner Street
P.O. Box 9110
Waltham, MA 02254-9110

Phone: *(617) 736-3770* **Fax:** *(617) 736-3773*

Description:
The Center for Human Resources at Brandeis University is one of the nation's leading research, training, and policy development organizations in the field of youth employment and education. The Center's mission is to bring together the lessons of research and experience in ways that will help practitioners and policy makers successfully address the issues of long-term self-sufficiency for youth and adults.

Since its establishment in the late 1970s, the Center has worked with federal, state, and local governments, and with private organizations and foundations, on issues ranging from the evaluation of basic skills programs to the development of community-wide, collaborative youth service systems. Current interests include: employability assessment; competency-based education and training; alternative education and dropout prevention; case management systems; and community-wide education, employment, and human services partnerships.

Services:
The Center for Human Resources' activities include a mix of evaluation and practitioner-oriented research, policy development, and hands-on training and technical assistance.

Recent research and evaluation activities include:
- Evaluations of the Rockefeller Foundation's "Community Planning and Action Grant" projects and the Ford Foundation's "Quantum Opportunities Project."
- Research "synthesis" papers on national human resource policy; interagency coordination strategies; and business/education partnerships for the U.S. Departments of Labor and Education.
- Development of practitioner-oriented guides to effective practices in case management, basic skills education, and career-related programs for middle-school aged youth.

Policy development activities include:
- Preparation of a guide on the use of state and local performance management strategies to increase services for at-risk youth, in conjunction with the Department of Labor's Region V [Midwest] Performance Management Task Force.

- Consultation with state and local policy-making bodies on issues ranging from JTPA performance standards policies to the establishment of multi-agency commissions on teen parenting.
- Development of long-term research, policy, and technical assistance strategy recommendations for the U.S. Department of Labor.

Direct training and technical assistance activities include:

- Long-term, on-site training and assistance to more than a dozen cities on the redesign of local youth employment systems and the development of comprehensive, community-wide employment and education strategies.
- Development of the "Practitioner's Academy," an intensive, multi-week training program aimed at helping experienced youth practitioners become effective peer technical assistance resources for the employment and education community. The 1990-91 Practitioner's Academy focused on the development and implementation of employability assessment systems and trained approximately 20 practitioners as peer assistance providers.
- Training on the state and local levels, for policy makers and for practitioners, on case management practices and systems design; educational partnerships; employability assessment; performance management; and related issues.

Selected Publications:

Recent Center papers and publications include:

- An Introduction to Basic Skills Education for At-Risk Youth: A Decision Maker's Guide to Principles and Practices;
- Commonwealth Futures, A Community Youth Investment Strategy;
- A Guide to Working Partnerships
- A Guide to Case Management with At-Risk Youth
- A Synthesis of Existing Knowledge and Practice in the Field of Educational Partnerships;
- Working It Out: Performance Management Strategies for Increasing Services to At-Risk Youth;
- Future Options Education; and
- The Youth Programs Newsletter, which provides information on research and current practices in employment and education.

The Teenage Pregnancy and Parenting Project (TAPP)

Contact:
Charleen Clemens
Project Director
Family Service Agency of San Francisco
1325 Florida Street
San Francisco, CA 94110

Phone: *(415) 695-8300* **Fax:** *(415) 282-1735*

Description:
TAPP is an interagency, city-wide, comprehensive case management service network which coordinates approximately fifty agencies in providing an array of health, education, and social services to pregnant and parenting teens regardless of school, medical or welfare status. TAPP effectively addresses transitions between services and programs as the youth moves through the educational, social, and health sites. TAPP was started in November, 1981 with funding from the Federal Office of Adolescent Pregnancy as an attempt to assist the young parent over an extended period of time instead of targeting services to only the prenatal and immediate post-natal period as in previous programs.

TAPP is coordinated by the San Francisco Unified School District, the Family Service Agency of San Francisco, the Department of Social Services and the Department of Public Health. Funding comes from a mix of federal, state, and local public and private monies, including DOL, the Ford Foundation, Perkins funds, DOE, the San Francisco Foundation, the Department of Education, and the United Way.

TAPP's philosophy is to build a community of support based on a combination of continuous case management with essential services and supportive single site programs. TAPP's primary component is the case management component, which exists to guide youth through needed services and offer ongoing counseling. Each youth is assigned a continuous case manager to help obtain services specified in an individualized case plan. The case manager remains in contact with the teen parent, family, and young father for up to three years or until the teen parent reaches 19 years old. Critical functions of case management include:

- » Client identification and outreach,
- » Individual assessment,
- » Service planning,
- » Linkage with requisite services,
- » Monitoring of service delivery,
- » Client advocacy,
- » Evaluation.

These functions must be implemented effectively at the systems level, as well as the client level. At the systems level there are several strategies for improving service delivery wherever the youth is in the system:

- Co-location
- Comprehensive single sites
- Network meeting structure
- Interagency linkage agreements
- Other written policy
- Data management

In 1982, TAPP added a comprehensive case management component for teen fathers including community worker outreach, support groups, and recreational activities. TAPP's model of continuous case management has been adopted in whole or in part by 29 California communities called California Adolescent Family Life Program. TAPP also includes a vocational education and training component for job training and preparation.

United States Department of Labor
Employment and Training Administration
Job Corps

Contact:

United States Department of Labor
Employment and Training Administration
200 Constitution Avenue, N.W.
Washington, DC 20210

Phone: *(202) 535-0550* **Fax:** *(202) 535-0183*

Description:

Job Corps is a major training and employment program administered by the Department of Labor to alleviate the severe employment problems faced by disadvantaged youth throughout the United States. Job Corps was originally established by the Economic Opportunity Act of 1964; current authorization for the program is Title IV-B of the Job Training Partnership Act.

Job Corps is designed to assist young people who both need and can benefit from the wide range of services provided in the residential setting of a Job Corps center. The typical youth served is an 18-year-old high school dropout who reads at the seventh grade level, comes from an economically disadvantaged family, belongs to a minority group, and has never held a full-time job. The unique combination of training and support services provided in the Job Corps program is intended to better prepare these youth to either obtain and hold gainful employment, pursue further education or training, or satisfy entrance requirements for careers in the Armed Forces.

Services:

Services include basic education, vocational skills training, work experience, counseling, health care and related support services. Students between the ages of 16 and 21 volunteer for the program and are typically provided numerous services in a residential setting.

» Orientation: provides students with an introduction to center life.
» Basic Education: a competency-based education program to assist students to improve their academic skills.
» Vocational Training: in the areas of business occupation, automotive trades, construction, health occupations, culinary arts, etc.
» Residential Living and Support: students benefit from a new environment. Support services include health care, counseling, etc.
» Evaluation of Student Progress: students educational and vocational progress is assessed on an ongoing basis.
» Termination and Post-Termination Services: transition assistance provided for students, including child-care, transportation, job or school placement assistance, etc.

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MENTORING

Baltimore Mentoring Institute

Contact:
Patricia Bond
Baltimore Mentoring Institute
605 N. Eutaw Street
Baltimore, MD 21201

Phone: *(301) 685-8316* **Fax:** *(301) 752-5016*

Description:
The Baltimore Mentoring Institute is a non-profit organization funded by the Abell Foundation that, through its Mentoring Resource Center, supports and promotes mentoring, primarily of low-income schoolchildren in the Baltimore metropolitan area. The Mentoring Resource Center maintains a library of information on various aspects of mentoring. In addition, it sponsors the Baltimore Mentoring Network, composed of mentoring programs that meet periodically to conduct roundtable discussions and brainstorm ways to support and enhance existing programs. Guest speakers are often invited to address particular issues of interest to the Network.

The Baltimore Mentoring Institute also administers Project RAISE, a public-private partnership designed to decrease the drop-out rate and increase the life chances of inner city public school students. In collaboration with 13 sponsoring groups, mainly churches and businesses, RAISE makes a seven year commitment to provide approximately 800 children with school-based advocates and volunteer mentors recruited by the sponsoring groups.

Services:
The Baltimore Mentoring Institute provides training and technical assistance to new and existing mentoring programs, as well as research and development to assess best models and practices, to disseminate information about them, and to package demonstration projects.

In addition, the Resource Center's library contains manuals, videos, research papers, directories, program models and related information. An index of resources is available upon request and materials may be copied or borrowed.

Big Brothers/Big Sisters of America

Contact:
Lynda A. Long
Big Brothers/Big Sisters of America
230 N. 13th Street
Philadelphia, PA 19107-1510

Phone: *(215) 567-7000*

Description:
Big Brothers/Big Sisters of America (BB/BSA) is a national youth-service organization based on the concept of a One-To-One relationship between an adult volunteer and an at-risk child. These children, primarily from one-parent families, are most vulnerable to the negative influences of their environment. Through the One-To-One matches, volunteers can help these youth to increase their self-esteem and, often for the first time, to see themselves as having a happy, successful future.

The matches, made by BB/BSA's more than 490 affiliated agencies throughout the nation, are based on the child's specific needs, as well as common interests and compatibility. They are supervised and supported by professional caseworkers. Each carefully screened volunteer makes a commitment to spend 3-6 hours a week for at least a year with a Little Brother or Little Sister, sharing concerns, experiences, and accomplishments. Goals are set and regular contacts maintained between the parent, child, volunteer and agency.

Services:
BB/BSA serves its affiliates by providing periodic agency evaluations based on uniform Standards and Required Procedures, and by providing program development, volunteer recruitment, fund raising, marketing, and public relations consultation and technical assistance. Training and education are provided by Educational Institutes through regularly scheduled regional and national conferences, seminars, symposiums, and a wide array of publications.

Program initiatives to enhance the quality of volunteer services are developed and field tested in cooperation with affiliated agencies. These initiatives include programs such as Empower: Child Sexual Abuse Prevention and Education training, the use of older citizens as volunteers, and minority mentorship. BB/BSA serves as a national voice and advocate for the special needs of children, and acts as a central clearinghouse for the exchange of ideas on service delivery and agency administration.

Campus Partners in Learning (CPIL)

Contact:
Brooke Beaird
Campus Compact
Brown University, Box 1975
Providence, Rhode Island 02912

Phone: *(401) 863-1119* **Fax:** *(401) 863-3779*

Description:
Campus Partners in Learning (CPIL) is a national program to encourage college students to serve as mentors to at-risk youth in their communities. A project of Campus Compact, CPIL works to help colleges and universities establish campus-based mentoring programs. Campus Compact is a project of the Education Commission of the States.

CPIL aims to strengthen public and private colleges and universities' efforts to create programs involving one-on-one relationships with youth by helping students and program leaders understand the potential of a mentoring role.

Services:

» As a national clearinghouse, Campus Compact gathers and disseminates information on a variety of mentoring initiatives through a bimonthly newsletter, program profiles, a resource manual and other publications.

» Campus Compact staff provide technical assistance and information to member schools developing or expanding mentoring programs for youth in grades 4-9.

» To build national awareness and support for the issue, CPIL works in cooperation with other organizations to publicize mentoring. It also sponsors forums on mentoring and collaborates with national organizations involved with youth programs.

Selected Publications:

» The Campus Compact Newsletter
» CPIL Resource Manual for Campus-Based Youth Mentoring Programs
» Knowing You've Made A Difference: Strengthening Campus-Based Mentoring Programs Through Evaluation and Research
» Linking College Students and At-Risk Youth: Strategies for Planning and Conducting Campus-Based Mentoring Programs
» Mentoring Young People Makes A Difference

Center for Corporate and Education Initiatives

Contact:

Center for Corporate and Education Initiatives
Heller School
Brandeis University
60 Turner Street, Box 9110
Waltham, MA 02254

Phone: *(617) 736-4990* **Fax:** *(617) 736-3854*

Description:

The Center for Corporate and Education Initiatives works with business and industry, higher education, and government to create opportunities for under-achieving and low-income youth to attain the skills and credentials they need to reach their educational and career goals. Two national programs are now underway that involve partnership efforts for youth achievement.

Career Beginnings is a school to college and career transition strategy which targets at-risk students in their junior year and serves them for two years with a set of activities which include: academic enrichment, one-to-one mentoring from the business and professional community, personal career/educational counseling, summer employment, and life-skills seminars. This initiative is sponsored nationally by foundations and corporations, including: The John D. and Catherine T. MacArthur Foundation, the Commonwealth Fund, Gannett Foundation, Inc., Melville Corporation, Pillsbury Company, The Harris Foundation, RJR Nabisco, Aetna, and Thom McAn, among others. Career Beginnings is presently expanding to new cities and is seeking additional sponsors.

Higher Ground is a new four-year, multi-site national pilot project aimed at increasing college completion and career opportunities for low-income and minority college students. Growing out of the Career Beginnings experience, Higher Ground provides Career Beginnings graduates and other low-income students with up to four years of academic assistance, career planning, social support, summer and school-year internships, and mentors from the academic, business, and professional community. Now operating at six colleges and universities, the program is sponsored nationally by The Pew Charitable Trusts, and The Ford Foundation.

Selected Publications:

Sample publications are available, including:

- Career Beginnings: Helping Disadvantaged Youth Achieve Their Potential
- Mentoring: What Works. What Doesn't

One to One

Contact:
Harold Brinkley
Director, Local Mobilization
One to One
2801 M Street NW
Washington, D.C. 20007

Phone: *(202) 338-3844* **Fax:** *(202) 338-1642*

Description:
One to One is a new partnership of the private and voluntary sectors, formed in 1989, to address the increasing numbers of young people who are disadvantaged by their economic and social circumstances. Serving as a national catalyst, One to One will bring together in an innovative fashion, existing resources, organizations, and leaders -- creating new partnerships that will more effectively focus efforts to solve local problems of disadvantaged youth.

One to One's goals include:
» Making mentoring a high priority in every American community;
» Increasing the number of mentor volunteers;
» Bringing in new leadership and financial resources to strengthen/expand mentoring programs;
» Stimulating the creation on new mentoring initiatives where needed; and
» Incorporating entrepreneurial activities into mentoring programs, whenever possible.

Services:
The following are specific strategies developed to achieve goals.
» **The National One to One Mentoring Partnership**: Convened by One to One and United Way of America, the Partnership is built to mobilize people through networks of which they are a part.
» **Local Mobilization**: Drawing together leaders broadly representative of all segments of the community to focus on mentoring, One to One works with United Way and others in the voluntary sector to establish local need, inventory existing mentoring programs, determine opportunities, set specific goals, develop an action plan, and work to institutionalize support for mentoring throughout the community.
» **Pilot Neighborhoods**: Five neighborhoods in Camden and Newark, NJ; Pittsburgh, PA; Washington DC; and Atlanta, GA, are providing a focused context in which to experiment with imaginative and replicable mentoring and entrepreneurial models.
» **Additional Support**: To stimulate and support the necessary infrastructure to make a national mobilization a reality, One to One and United Way of America have convened leading national mentoring and youth service organizations as a part of the National Mentoring Working Group. This collaborative has developed elements of effective practice and a mentor training curriculum.

United Way of America

Contact:
Karen Maxim
United Way of America
701 North Fairfax Street
Alexandria, VA 22314-2045

Phone: *(703) 836-7100* **Fax:** *(703) 683-7840*

Description:
The United Way system of 2,300 community organizations, state networks and United Way of America is committed to help individuals help themselves. Rather than provide direct services, United Way plays a catalyst role of bringing together people and organizations. United Way work in problem solving partnerships to address at-risk youth, illiteracy, drug abuse and self-sufficiency, and effort which brings together more than 10 million volunteers and 40,000 agencies and programs.

United Way of America's National Mentoring Initiative has two basic thrusts: mentoring for families and for youth at-risk. Mentoring is a supportive strategy capable of enhancing a variety of social programs that address problems affecting youth and families. Programs that confront drug abuse, teenage pregnancy, illiteracy, school dropout, unemployment and welfare dependency can all be strengthened by the involvement of mentors.

With this strategy in mind, United Way is working in collaboration with the One to One Partnership, Inc., the PLUS Project on Mentoring, the Enterprise Foundation, and others to direct the resources of their system to the mentoring initiative. Through these partnerships, professional program staff and resource materials are being provided at the national level to support One to One and family mentoring initiatives.

Selected Publications:
» Partnership for Success: A Mentoring Program Manual.
» Mentoring: Elements of Effective Practice. Collaborative piece of the National Mentoring Working Group.
» Mentor Training Curriculum. An additional joint effort of the National Mentoring Working Group, this curriculum includes a train-the-trainer component, along with an adaptable mentor training curriculum.
» The National One to One Partnership Kit.

EXEMPLARY YOUTH EMPLOYMENT AND TRAINING PROGRAMS

California Conservation Corps

Contact:
Susanne Levitsky
California Conservation Corps
Sacramento Headquarters
1530 Capitol Avenue
Sacramento, CA 95814

Phone: *(916) 445-6819* **Fax:** *(916) 323-4989*

Description:
The California Conservation Corps is modeled after the Civilian Conservation Corps of the 1930s, and grew out of the Ecology Corps established in 1971. It is a work ethic program with a dual mission: the employment and development of young people, and the conservation and enhancement of the state's natural resources. The CCC has established 17 residential centers throughout the state, as well as 30 nonresidential satellite locations and a training academy, and works for state, federal, county, city, and other local project sponsors, as well as for nonprofit agencies.

The CCC provides more than three million hours of public service conservation work and emergency assistance to the state each year. Corpsmembers may put in their day's work in the wilderness, planting trees, cutting trails, or clearing streams; in cities, building playgrounds, restoring historic buildings, or revitalizing downtown centers; or even indoors, answering an energy hotline or conducting energy audits. During emergencies, they sandbag levees, fight forest fires and mudslides, help eradicate agricultural pests, and provide clean-up assistance following major earthquakes.

In addition to eight hour workdays, corpsmembers spend several evenings a week in academic, conservation, or career development activities.

Jobs for America's Graduates, Inc.

Contact:
Judith M. Boylson
Director of National Programs
Jobs for American Graduates, Inc.
Suite 200
1729 King Street
Alexandria, Virginia 22314

Phone: *(703) 684-9479* ***Fax:*** *(703) 684-9489*

Description:
Jobs for America's Graduates established its model program in the State of Delaware in 1979 under the leadership of Governor Peter du Pont and the senior levels of government and the private sector.

Based on the success of this statewide effort, Jobs for America's Graduates, Inc., was created for the purpose of testing Delaware's successful model on a national scale. The decision to organize JAG was made on the basis of the conviction that a more comprehensive state-level approach was needed to help at-risk youth stay in school and get a job.

This conclusion was supported by the staffs of the Rockefeller and Ford Foundations which, in concert with the United States Department of Labor, provided necessary funding to underwrite the establishment of Jobs for America's Graduates and the implementation of the JAG model in four other states: Massachusetts, Arizona, Missouri and Tennessee. (No government funds came to JAG nationally).

The research and demonstration program proceeded with the support of funds from the U.S. Department of Labor, government agencies at the state and local levels and major support from the private sector. Over time, financial support at the state level expanded with the decision by state legislatures to carry out this research and development effort. A long-term strategy was undertaken to work with all 50 states in the creation of statewide school-to-work transition systems utilizing the JAG Model.

Program Features:
The 12th Grade School-To-Work Transition Program: The model program which was the primary focus of the organization prior to 1988 includes the following key components:

» The employment of "Job Specialists" who take personal responsibility for 35-50 young people who are "at-risk" in their senior year of becoming unemployed and/or of not graduating;
» A program of activity focused on 30 job-related competencies developed in cooperation with the private sector;
» Provision of needed remediation and basic skills education;

- Provision of any necessary social services required;
- Intensive job development activities; and
- Nine full months of follow-up after graduation.

Opportunity Awareness Program (Dropout Prevention Component): In 1988, the Board of Directors expanded the mission of JAG to offer a truly comprehensive program beginning as early as the 9th grade by combining a dropout prevention approach with the 12th grade school-to-work transition model program. That decision was based on the expressed need of the nearly 350 schools where the program is now operating for helping at-risk youth in our state affiliates: to keep them in school; to help them to graduate; and to assist in their placement in a quality job in the private sector.

Jobs for Youth/Chicago, Inc.

Contact:
Julie R. Dillon
Director of Public Affairs and Recruitment
Jobs for Youth/Chicago, Inc
67 East Madison Street, Room 1900
Chicago, Illinois 60603-3014

Phone: *(312) 782-2086* ***Fax:*** *(312) 782-3874*

Description:
Jobs for Youth/Chicago helps young men and women from low-income families become a part of the economic mainstream; and, in the process, provides the business community with motivated entry-level workers.

Jobs for Youth works with 17-21 year olds who are out of school - roughly half are high school graduates, half are dropouts. The male/female ratio is also roughly 50-50.

Services:
Jobs for Youth offers vocational counseling, intensive pre-employment job-readiness training, job placement services and two years of follow-up support to high school graduates.

High school dropouts receive vocational counseling, basic literacy skills training, GED exam preparation, job training and, once they get their GED, job placement and two years of follow-up services.

JOBSTART

Contact:

JOBSTART
Manpower Demonstration Research Corporation
3 Park Avenue
New York, New York 10016

Phone: *(212) 532-3200*

Description:

The Manpower Demonstration Research Corporation (MDRC) is a non-profit corporation that develops, implements, manages, and evaluates innovative programs intended to increase the self-sufficiency of economically disadvantaged groups. MDRC's goal of providing reliable information on program implementation and effectiveness to policymakers and program operators. MDRC has run programs to promote the self-sufficiency of the following groups: economically disadvantaged youths, teen mothers, and welfare recipients.

Among its ongoing projects, MDRC has designed the JOBSTART demonstration for school dropouts. Implemented in 13 sites, the JOBSTART program focuses on instruction in basic academic skills using an individualized competency-based curriculum; classroom-based skills training in occupational areas that have expected job growth potential; and job placement assistance. Participants are also offered support services as needed, including counseling, mentoring, life skills training, needs-based payments and child care and transportation assistance. A comprehensive evaluation of this program will determine its impact on employment, earnings, welfare dependency, educational status, and criminal activity. In addition, the program will be analyzed for cost-effectiveness and for the possibility of implementing the program within the Job Training Partnership Act employment and training system.

New York City Volunteer Corps

Contact:
Michael Bosnick
New York City Volunteer Corps
838 Broadway
New York, NY 10003

Phone: *(212) 475-6444* **Fax:** *(212) 475-9457*

Description:
The City Volunteer Corps of New York City was founded in 1984 to demonstrate that young people in urban areas can work together to help their communities while building skills and confidence to succeed as adult citizens. As a model for national service, CVC works toward several goals: giving a wide range of service to New Yorkers in need; enrolling young people from all backgrounds to work cooperatively on teams; helping the volunteers make a successful transition to adulthood through learning from service and through a specially-tailored education program; and promoting federal support of national service. CVC's first six years have shown the value of national service to New Yorkers, the nation, and the nation's youth.

CVC is a key Model for Federally-Supported National Service

» CVC is the largest service corps in an urban area, and the pioneer in involving youth in human service.

» One of 50 programs nationally, CVC works with Youth Service America, a Washington umbrella organization, to encourage federal support. Our efforts resulted in the passage of the historic National and Community Service Act of 1990, signed into law by President Bush in November. This legislation provides for full-time service corps modeled after CVC, as well as school-based and campus-based service.

The Smokey House Project Program

Contact:
Lynn Bondurant
Smokey House
292 Hilliard Road
R.D. Box 292
Danby, VT 05739

Phone: *(802) 293-5121* **Fax:** *(802) 293-5650*

Description:
Since 1974, Smokey House Project in Danby, Vermont, has served as a worksite for in-school, disadvantaged youth. By engaging young people in its on-going work in the areas of agriculture, forestry, carpentry, and appropriate technology, the Project seeks to provide skills and information that encourage youth to pursue a range of job and career opportunities, including those related to natural resources. Smokey House serves as an adjunct educational facility to supplement programs offered by 17% of the State's secondary schools.

Smokey House youthworkers are mostly disadvantaged, and about evenly divided between girls and boys; they live in Danby and nearby Vermont towns. Participants are selected in close cooperation with local schools to help ensure that the young people who work at Smokey House have a particular need for, and can profit from, the experience of learning through real work outside school.

The staff at Smokey House works closely with school administrators, counselors, and teachers in developing individual training plans for each youth based on his or her learning ability, personal interests, skills, and competencies.

During the school year, between 18 and 25 youthworkers, 14-19 years old, work at Smokey House four hours each weekday while school is in session, and attend school the other half of the day. This group is augmented by 25 more young people for an eight week summer program in which the youthworkers work a seven hour day. The minimum wage is paid for hours worked.

In the manner of "para-apprentices," the young people work in crews of five or six alongside, and under the direction of, an adult crew leader. Crew leaders (approximately half of whom are women and half are men) are experienced individuals, qualified for their jobs either through expert use of their skills over the years in the community or through special training in college.

The actual jobs performed by youth at Smokey House are conducted within the framework of the Smokey House Resource Management Demonstration. For example, the youthworkers cultivate highbush blueberries, make maple syrup, assist in timer stand improvement, and design and build simple solar equipment. They have helped to construct a log house and a stone building, both made from materials found at Smokey House and readily available in the region.

Through this process, the Project acquaints the youth with a range of work: agriculture, carpentry, forestry, simple appropriate technology. Learning takes place in accordance with carefully developed curricula in each of the work areas. In addition to direct "hands-on" experience, the youth develop and apply computing and reasoning skills in the solution of practical problems, and they exercise their writing abilities by recording procedures and results for permanent Smokey House records. The program assists young people to acquire basic skills and sound work habits and attitudes; it also increases the young people's awareness of the range of possible jobs and careers and of the training and education these require.

Young people at Smokey House participate directly in establishing their personal goals for attainment of skills. Through a direct partnership or "Work Plan Agreement" between each youthworker and his or her crew leader, goals are determined and progress is monitored on a regular basis. Completed Work Plan Agreements provide the basis for evaluating the youth's achievements. This record of individual progress and achievement serves two other important functions: it provides schools with a basis for awarding academic credit (grades, too, in some instances) and it offers future employers a reliable index of the youth's employability.

The Summer Training and Education Program (STEP)

Contact:
Public/Private Ventures
399 Market Street
Philadelphia, PA 19106-2178

Phone: *(215) 592-9099* **Fax:** *(215) 592-0069*

Description:
STEP is a program model that uses JTPA Title II-B, the Summer Youth Employment and Training Program (SYETP), to help low-income, dropout-prone 14-and 15-year olds improve their academic and life skills. It gives disadvantaged youth a better chance to succeed in school, avoid pregnancy, graduate and improve their prospects in life by offering a combination of work, remedial education and life skills instruction in the summer, and counseling during the school year.

The model can be implemented by a variety of public agencies working together. Employment and training agencies, school systems and community organizations collaborate to operate the program.

Operational arrangements are flexible. The program can be operated in one or several neighborhoods, in an entire city or in an area as large as a county. Remediation and work experience can take place at the same site--for example, on the campus of a high school or college--or classes can be held at a central location, apart from the work sites.

The STEP demonstration was initially funded by a grant from The Ford Foundation and is now sponsored by the Department of Labor and other foundations and corporations as well. With these funds, P/PV managed STEP in five cities from 1985 to 1988 and is conducting research on how 2,250 STEP youth are doing in comparison the 2,250 "control" youth who had SYETP jobs only.

Based on the excellent short-term findings, P/PV has been funded by the Department of Labor and others to help states and localities develop their own STEP programs. P/PV supplies to these programs the basic remediation curriculum (Practical Academics) and the Life Skills and Opportunities curriculum and related materials; provides technical assistance throughout the planning and operation of the 15-month program; trains teachers and other staff; and helps design and implement the School Year Support component. Approximately 100 sites will have STEP programs in 1991.

United States Department of Labor Employment and Training Administration Job Corps

Contact:
Job Corps
United States Department of Labor
Employment and Training Administration
200 Constitution Avenue, N.W.
Washington, DC 20210

Phone: *(202) 535-0550* **Fax:** *(202) 535-0183*

Description:
Job Corps is a major training and employment program administered by the Department of Labor to alleviate the severe employment problems faced by disadvantaged youth throughout the United States. Job Corps was originally established by the Economic Opportunity Act of 1964; current authorization for the program is Title IV-B of the Job Training Partnership Act.

Job Corps is designed to assist young people who both need and can benefit from the wide range of services provided in the residential setting of a Job Corps center. the typical youth served is an 18-year-old high school dropout who reads at the seventh grade level, comes from an economically disadvantaged family, belongs to a minority group, and has never held a full-time job. The unique combination of training and support services provided in the Job Corps program is intended to better prepare these youth to either obtain and hold gainful employment, pursue further education or training, or satisfy entrance requirements for careers in the Armed Forces.

Services:
Services include basic education, vocational skills training, work experience, counseling, health care and related support services. Students between the ages of 16 and 21 volunteer for the program and are typically provided numerous services in a residential setting.

- Orientation: provides students with an introduction to center life.
- Basic Education: a competency-based education program to assist students to improve their academic skills.
- Vocational Training: in the areas of business occupation, automotive trades, construction, health occupations, culinary arts, etc.
- Residential Living and Support: students benefit from a new environment. Support services include health care, counseling, etc.
- Evaluation of Student Progress: students educational and vocational progress is assessed on an ongoing basis.
- Termination and Post-Termination Services: transition assistance provided for students, including child-care, transportation, job or school placement assistance, etc.

The Urban Corps Expansion Project (UCEP)

Contact:

Michael Sach
Public/Private Ventures
The Urban Corps Expansion Project
399 Market Street
Philadelphia, PA 19106-2178

Phone: *(215) 592-9099* **Fax:** *(215) 592-0069*

Description:

The Urban Corps Expansion Project (UCEP), a collaboration of Public/Private Ventures (P/PV) and the National Association of Service and Conservation Corps (NASCC), is a five-year demonstration project. P/PV designed it to respond to the increasing needs of urban areas and their youth for constructive alternatives to unemployment, drug addiction and crime. It provides youth with structured work experience, careful supervision and remedial education in attempts to improve their chances in the labor market. And every city has numerous projects and services that young people can carry out productively.

As of March 1991, UCEP corps have begun operating in Albany, Miami and Ft. Lauderdale, Milwaukee and Durham. Other UCEP corps will begin operations in 1991; they are: Dallas, Denver, El Paso, Eugene, Flint, Mukegon, Kansas City, Newark, Rochester and Savannah.

Funders for UCEP are The William and Flora Hewlett Foundation, The Ford Foundation, The Charles Stewart Mott Foundation, The Rockefeller Foundation, The William T. Grant Foundation, The W.K. Kellogg Foundation, The DeWitt Wallace-Readers Digest Fund, Knight Foundation and Exxon Corporation.

Services:

With the support of a consortium of nine national foundations, P/PV is providing planning and seed grants, technical assistance and materials to 15 cities as they start up new urban corps. The cities were selected from 56 that submitted applications in 1989. Project cities have agreed to implement the UCEP model's basic requirements, which include a mandatory educational program with a corpsmember development component, called Practical Education for Citizenship and Employment, developed by P/PV.

UCEP facilitates communication among its corps through workshops, site visits, research reports and a newsletter. Information and ideas that result from the UCEP demonstration are also shared with existing corps and those established without direct UCEP assistance.

COLLABORATION/PARTNERSHIPS

SCHOOL REFORM

Center for Leadership in School Reform

Contact:
Dr. Robert Cole
Vice President
Center for Leadership in School Reform
950 Breckenridge Lane
Louisville, KY 40207

Phone: *(502) 895-1942* **Fax:** *(502) 895-7901*

Description:
The Center for Leadership in School Reform works with school systems throughout the country on the issue of school restructuring. The Center's view of school restructuring is that schools ought to be organized around the work of students and that student success should be the goal of all school activity. This new concept of schooling is termed the "knowledge-work paradigm." Knowledge-work is the putting to use of ideas and symbols to produce some purposeful result. In this view, the development of knowledge-work activities that will engage students and the measurement of the results of such learning activities become the teacher's primary responsibilities.

Services:
The Center for Leadership in School Reform provides consultation, technical assistance, training, and organizational support.

Selected Publications:
» School for the 21st Century

» An Introduction to the Center for Leadership in School Reform Assessment System

Center on Organization and Restructuring of Schools

Contact:
Fred M. Newmann, Director
Center on Organization and Restructuring of Schools
University of Wisconsin-Madison
Wisconsin Center for Education Research
1025 W. Johnson Street
Madison, Wisconsin 53706

Phone: *(608) 263-7575* **Fax:** *(608) 265-2140*

Description:
The Center studies how organizational features of schools can be changed to increase the intellectual and social competence of students. The five-year program of research, funded by the U.S. Department of Education, will focus on restructuring in four areas: the experiences of students in school; the professional life of teachers; the governance, management and leadership of schools; and the coordination of community resources to better serve educationally disadvantaged students.

Through syntheses of previous research, analyses of existing data, and new empirical studies of education reform, the Center will focus on six critical issues for elementary, middle and high schools: How can schooling nurture authentic forms of student achievement? How can schooling enhance educational equity? How can decentralization and local empowerment be constructively developed? How can schools be transformed into communities of learning? How can change be approached through thoughtful dialogue and support rather than coercion and regulation? How can the focus on student outcomes be shaped to serve these five principles?

During its first two years the Center will describe the scope of restructuring efforts in the four areas; analyze theoretical connections between organizational change and improved student achievement; and synthesize the lessons of previous research on organizational change. Empirical studies will investigate effects of site-based management, parental governance of schools, systems of choice, the formation of new community collaboratives, and changes in the curriculum that cultivate higher order thinking by placing more emphasis on active learning, in-depth study, and substantive conversation. In years 3-5, several schools will be studied to learn how various aspects of restructuring can enhance student competence in mathematics and in writing for social understanding.

The Center's dissemination program will include free distribution of newsletters on substantive issues, "briefs" targeted for special audiences, and up-dated bibliographies on educational restructuring. Occasional papers will be available at cost. Research findings will be distributed primarily through journals, newsletters, other publications and conferences of existing organizations that serve large constituencies of teachers, administrators, policymakers and researchers.

Center for Research on Elementary and Middle Schools

Contact:
Center for Research on Elementary and Middle Schools
The Johns Hopkins University
3505 North Charles Street
Baltimore, MD 21218

Phone: *(301) 338-7570* **Fax:** *(301) 338-6370*

Description:
The Center for Research on Elementary and Middle Schools is part of the national system of education research centers and regional laboratories designed specifically to improve education by conducting quality research and getting the results of that research into educational practice.

The Center's goal is to produce useful knowledge about how elementary and middle schools can foster growth in student learning and development, to develop and evaluate practical methods for improving the effectiveness of elementary and middle schools based on existing and new research findings, and to develop and evaluate strategies to help schools implement research-based school and classroom practices.

Services:
The Center for Research on Elementary and Middle Schools, as part of The Johns Hopkins University's Center for Social Organizations of Schools, has a 20 year history of research and evaluation. The Center offers a number of programs and projects for schools, such as an instructional program to improve the reading and writing skills of students.

Selected Publications:

» CREMS: The Center's newsletter on research summaries.

» Responsive Education in the Middle Grades: Teacher Teams, Advisory Groups, Remedial Instruction, School Transition Programs, and Report Card Entries.

» Opportunities for Learning: Curriculum and Instruction in the Middle Grades.

» Education in the Middle Grades: Overview of National Practices and Trends.

For a complete list of available publications call: (301) 338-7570.

Coalition of Essential Schools

Contact:
Coalition of Essential Schools
Brown University
One Davol Square
Providence, Rhode Island 02912

Phone: *(401) 863-3384* **Fax:** *(401) 863-2045*

Description:
Established in 1984 at Brown University, the Coalition of Essential Schools is a high school-university partnership devoted to strengthening the learning of students by supporting each school's efforts to reform its priorities and simplify its structure. Member schools are diverse in character, geographically dispersed and representative of both the public and private sectors. Each school evolves a plan appropriate to its own setting. What Essential Schools hold in common is a simple set of principles that give focus to their efforts.

In 1988, the Coalition and the Education Commission of the States set up a joint initiative, known as Re:Learning, to encourage the exploration of these ideas "from the schoolhouse to the statehouse."

The Schools: A Re:Learning school attempts to adapt a set of nine common principles to its own situation. The principles emerged out of a five-year study of American high schools led by Theodore R. Sizer, now chairman of the Coalition.

Principles Include: The school should focus on helping students learn to use their minds well; the school's goals should be simple; the school's goals should apply to all students; teaching and learning should be personalized to the maximum feasible extent; the governing metaphor of the school should be student-as-worker; the diploma should be awarded upon a successful final demonstration of mastery-an exhibition; the tone of the school should stress values of unanxious expectation, decency and trust; the staff should see themselves as generalists first; and administrative and budget targets should be no more than 10% above that of a traditional school.

The States and Districts: District and state leaders in a Re:Learning state work on changes in administration and policy that respond to and support the work of the schools.

Some of the policy areas that might need to be changed include school and student assessment, teacher certification, resource allocation, management, leadership, graduation requirements and support systems for teachers and schools.

Committee for Economic Development

Contact:
Committee for Economic Development
477 Madison Avenue
New York, NY 10022

Phone: *(212) 688-2063* **Fax:** *(212) 758-9068*

Description:
Committee for Economic Development (CED) is a private, nonprofit, nonpartisan research and educational organization comprised of approximately 250 Trustees who are for the most part board chairmen, presidents of major corporations, or university presidents. CED Trustees work with a group of outstanding academic advisors and formulate recommendations for public policy in the areas of the national and international economies, management of government, education, and urban development.

CED's studies have supplied sound perspective and advice on along succession of key policy issues. A number of CED's policy statements have made timely recommendations that have been reflected in legislative action in such fields as education, trade and competitiveness, the federal budget deficit, state economic development, and overall government involvement in the market system.

Services:
CED's most important products are its Statements on National Policy, which contain the 60-member Research and Policy Committee's recommendations on particular policy issues. From time to time, CED will issue Program Statements, which are based on previous policy work and allow CED to respond quickly to timely issues.

CED also publishes Supplementary Papers, prepared as background studies for CED projects but deemed worthy of wider circulation. In addition, CED issues updates on policy issues, audio visual presentations, and other materials.

If appropriate, CED will occasionally conduct a series of public Policy Forums on one of the issues it has studied.

Selected Publications:
- » Investing in Our Children: Business and the Public Schools
- » An America That Works: The Life-Cycle Approach to a Competitive Workforce

Council of Chief State School Officers

Contact:
Christopher Harris
Council of Chief State School Officers
400 North Capitol Street, NW
Suite 379
Washington, DC 20001

Phone: *(202) 393-8161* ***Fax:*** *(202) 393-1228*

Description:
Over the past four years, the Council of Chief State School Officers has adopted major policy statements around the theme "Education Success for All." The top priority for Council for 1991 and over the next three years is connecting school to employment. The Council's goal is to provide leadership in improving school and workplace learning for better education and employment outcomes for all youth. Proposed activities encompass continuing Council action focused on serving students at risk of school and ultimately employment failure. The Council will coordinate efforts among states to develop models for change of the organization, curriculum, materials, personnel training, assessment and school/employer partnerships essential to program success as well as for creative and collaborative funding and implementation of these models across agencies and programs.

Activities Include:

» Establishment of a Task Force of chief state school officers to oversee Council school-to-work activities; an Expert Panel to identify resources, research and strategies on preparation of youth for employment; and an Advisory Committee to provide input on products, actions, and recommendations.

» Council survey of states on "best practices" of school-to-work connections and subsequent report on effective strategies and programs to enable students to make successful school-to-work transitions.

» Information gathering and coalition building activities to inform national organizations and constituents of Council's activities and concern in improving school and employment linkages, strengthen federal and state legislative initiatives in school-to-work transition, and develop recommendations for federal action.

» Research and preparation of a "guide" for chief state school officers on new findings about school-to-work transition and how schools must change to support more effectively the employment preparation of students.

» Development of a multi-state consortium to collaborate in design of new systems for work/study and apprenticeship programs, standards of credit, criteria for training, funding arrangements, etc.

- Establishment of Council competitive grant program to support planning for state initiated youth apprenticeship policies and programs in 10 states and implementation of policies and programs in 5 states.

- Implementation of a conference for state education agency teams to showcase model school-to-work transition efforts and to develop action plans for improved preparation of students for the workplace.

- Implementation of interagency conference of states to showcase model programs targeting the education and training needs of youth at greatest risk and to explore creative use of multiple federal and state funding streams including FSA/JOBS, JTPA, vocational and regular education.

- Public education and technical assistance activities to states implementing plans to bring about changes in school-to-work programs.

Education Commission of the States

Contact:
Robert Palaich
Education Commission of the States
707 17th Street, Suite 2700
Denver, CO 80202-3427

***Phone:** (303) 299-3600* ***Fax:** (303) 296-8332*

Description:
Education Commission of the States (ECS) is an inter-state compact that helps leaders improve the quality of education. ECS conducts policy research. surveys and special studies; maintains an information clearinghouse; organizes state, regional and national forums; provides technical assistance to states; helps states implement changes in education; and fosters nationwide leadership and cooperation in education. Priority issues include embracing diversity, transforming teaching and learning, and promoting system change.

Services:
Outreach and network programs include:

» **Advanced Legislation Program Services in Education (ALPS).** Periodic conferences enable state legislative leaders to share information and talk with experts about education issues.
» **State Education Policy Seminars (SEPS).** Education seminars which involve a wide range of leaders in 42 participating states.
» **Advisory Commissioners Network,** Representatives of the nation's leading education related organizations participate in ECS as advisors, as links between ECS and their organizations, and as collaborators on education issues that cross several organizations.
» **Special Networks.** Separate networks for governors' aides and legislative aides help the key people to keep in touch with their counterparts. ECS directories and special meetings offer further support.

Selected Publications:
» State Education Leader. A quarterly review of issues and happenings in education and politics.

» Periodic reports on elementary, secondary and higher education finance, governance and legal issues.

Institute on Education and the Economy

Contact:
Sue Berryman
Institute on Education and the Economy
Teachers College, Columbia University
Box 174
New York, NY 10027

Phone: *(212) 678-3091* **Fax:** *(212) 678-4048*

Description:
The Institute on Education and the Economy generates the knowledge needed to confront the confluence of three forces: a restructuring economy with increasing skill requirements, a demography unfavorable to meeting these skill demands, and an educational system caught off guard. To this end, the Institute conducts a vigorous program of research, policy analysis, communication, and intellectual leadership on issues of human capital needs, formation, and consequences.

Much of the Institute's basic research on these topics is conducted under the auspices of the Institute's flagship project, the National Center on Education and Employment (NCEE), funded by a five-year grant from the Office of Research, Office of Educational Research and Improvement of the U.S. Department of Education.

Services:
- Disseminates research and policy analyses through full technical reports, syntheses of the results and policy implications, and nontechnical information briefs.
- Provides timely verbal briefings, speeches, and specially prepared background papers tailored to the needs of a particular policy-making agency;
- Acts as an interpreter between employers and the educational and policy communities on the realities of restructuring the American economy;
- Sponsors special events designed to bridge the worlds of thought and action to bring about educational reform;
- Assists representatives of the print and electronic media frame stories and documentaries on human capital issues.

Selected Publications:
- Education and the Economy: A Diagnostic Review and Implications for the Federal Role (1989) by Sue E. Berryman.
- From Useful Knowledge to Vocational Education, 1860-1930 (1989) by Joseph F. Kett.
- Restructuring American Schools: The Promise and Pitfalls (1989) by Lorraine M. McDonnell.

Institute for Educational Leadership

Contact:
Institute for Educational Leadership
1001 Connecticut Avenue NW, Suite 310
Washington, DC 20036

Phone: *(202) 822-8405* ***Fax:*** *(202) 872-4050*

Description:
The Institute for Educational Leadership's (IEL) mission is to develop and support leaders who work together to improve educational opportunities and results for all children and youth. IEL works in every state with public school educators; post-secondary educators; human services personnel; federal, state, and local government officials; national and state association executives; and corporate and foundation managers.

Services:
IEL's activities seek to promote collaborative leadership and effective education policy across sectors and at all levels of governance. Services include:

» Encouraging enlightened policy making and implementation through the convening of impartial forums where national, state and local policy makers meet with their counterparts in the public, private, and independent sectors.
» Informing and instructing about education policy, required leadership skills, and collaborative strategies through individual consultations, seminars, study groups and national conventions.
» Implementing multi-sector coalitions and partnerships at the national, state and local levels.
» Identifying and analyzing emerging trends through demographic studies and commissioned reports, and disseminating findings through a national publications program.

IEL has programs in areas of Leadership Development and Support, Collaborations in Practice, and Strategies for the Future.

Selected Publications:
IEL has an extensive list of publications.

National Center on Education and the Economy

Contact:
National Center on Education and the Economy
39 State Street, Suite 500
Rochester, NY 14614

Phone: *(716) 546-7620* ***Fax:*** *(716) 546-3145*

Description:
The National Center on Education and the Economy engages in policy analysis, development and implementation in fields of education and human resources. The National Center was formed to carry on the policy development work begun by the Carnegie Forum on Education and the Economy. The Center's 1989 report To Secure Our Future: The Federal Role in Education, provided the Bush administration with an agenda of actions that the President could take to improve the performance of American schools.

Services:
Current programs include:

» **The Rochester Program**: The National Center is assisting Rochester City School District in becoming a laboratory for the state and nation as it restructures its operations to produce much higher levels of student performance.

» **Workforce Skills Program**: The Board of Trustees created the Commission on the Skills of the American Workforce to study the skill needs of our nation's front-line workforce which culminated in the release of America's Choice: High Skills or Low Wages! The National Center is assisting government policy makers, business organizations, labor unions, educators, and advocacy groups with initiatives designed to lead to widespread implementation of the Commission's recommendations.

» **National Alliance for Restructuring Education Program** involves work of a consortium of states and school districts that have taken the lead in the school restructuring movement in the U.S.

» **New Standards Project** is being done in collaboration with the Learning research and Development Center at the University of Pittsburgh. It is a long-term effort to develop a new student performance assessment system.

Research for Better Schools

Contact:
Peter Donohoe
Research for Better Schools
444 North Third Street
Philadelphia, PA 19123

Phone: *(215) 574-9300* ***Fax:*** *(215) 574-0133*

Description:

Research for Better Schools (RBS), a private, non-profit educational research and development firm, was founded in 1966. Research for Better Schools serves as the educational laboratory for the Mid-Atlantic region, under sponsorship of the U.S. Department of Education.

RBS conducts research and policy studies on key education issues, develops improvement approaches for schools, provides consultant services to state leaders, and participates in national networking activities with other regional laboratories to enhance the use of research and design products and knowledge.

Services:

RBS is involved in school improvement projects in Delaware, the District of Columbia, Maryland, New Jersey and Pennsylvania. These projects focus on cooperative school improvement, State Leadership assistance, applied research, and urban, rural and small schools projects. RBS provides development and technical assistance to educators and policy makers, parents and communities.

RBS has developed extensive capabilities which are available to all education professionals in the form of research-based products and services; synthesis and policy papers; training and development resources; and other specialized products.

Selected Publications:

Research for Better Schools offers over 100 publication across a number of education and school improvement topics. Copies of the publications catalog are available from the publications office, (215) 574-9300 ext. 280.

BUSINESS/EDUCATION/COMMUNITY PARTNERSHIPS

American Business Conference

Contact:
Mary Lou McDonald
American Business Conference
1730 K Street, N.W., Suite 1200
Washington, DC 20006

Phone: *(202) 822-9300* **Fax:** *(202) 467-4070*

Description:
The Vital Link is the education initiative of the American Business Conference launched in September of 1990. Currently underway in three sites: Orange County, CA; Fort Worth, TX, Somerset County and Morristown/Montclair.

Forging the link between non college-bound high school students and the business community, ABC acts as a catalyst providing national support in persons and services, networking resources, and above all, maintaining the integrity of The Vital Link concept among its sites.

ABC is a Washington, DC-based organization of 100 chief executive officers of America's fastest-growing, mid-size companies. Membership criteria is thus defined: company size must fall between $25 million and $1 billion in revenues or net income and company growth rate must be at least two times the GNP plus inflation over a period of five years. The chief executive officer of the corporation is eligible for membership. The ABC Membership List is not available for public distribution.

The Boston Compact

Contact:
Edward Dooley
Executive Director
The Boston Compact
Boston Public School System
26 Court Street
Boston, MA 02108

Phone: *(617) 726-6200* **Fax:** *(617) 723-8319*

Description:
The Boston Compact is one of the most successful collaborative efforts, between a school district and its community, in the country. The Compact is not a program in itself; it is an agreement, the gradual fulfillment of which has led to the development of a growing number of innovative programs and services. These programs are linked conceptually and operationally, and provide for Boston Public School students a comprehensive sequence of opportunity.

The centerpiece of all Compact activity is a formal agreement, first between the Boston School Committee and the city's business community, and then expanding to include local colleges and universities and local building trade unions. The agreement is a simple *quid pro quo* which ensures measurable improvement in the quality of education in the public schools, in return for increased opportunity and support for students and graduates - in jobs, careers, higher education, and skilled trades.

Specifically, the Boston School Committee has agreed:
» To improve student attendance each year in the city's public high schools;
» To improve test scores in reading and mathematics on standardized achievement tests each year;
» To reduce each year the high drop-out rate in middle grade and high schools;
» To increase each year the number of students who continue their education in college after graduation;
» To increase each year the number of graduates who successfully enter career employment.

In return, the business community has agreed to hire Boston Public School students and graduates on a priority basis for summer jobs, part-time jobs during school, and for entry level career opportunities after graduation. Businesses have also agreed to increase their support for business partnerships with individual high schools, to improve scholarship opportunities, and to assist teaching faculty with their professional development. To date, 352 Boston area corporations have signed a formal Boston Compact pledge.

The higher education community in Boston has also agreed to similar support in return for improved education. Twenty-five area colleges and universities have signed a pledge to assist students while in school with guidance and higher education assistance; and to accept Boston Public School students on a priority basis into their undergraduate programs; and to support Boston graduates, particularly during their first years of college, to succeed academically and socially.

Lastly, the local building trade unions have also signed a formal pledge, to increase access to Boston graduates in twenty-four local building trade apprenticeship programs, in return for continuing measurable school improvement.

Center for Corporate and Education Initiatives

Contact:
Center for Corporate and Education Initiatives
Heller School
Brandeis University
60 Turner Street, Box 9110
Waltham, MA 02254

Phone: *(617) 736-4990* **Fax:** *(617) 736-3854*

Description:
The Center for Corporate and Education Initiatives works with business and industry, higher education, and government to create opportunities for under-achieving and low-income youth to attain the skills and credentials they need to reach their educational and career goals. Two national programs are now underway that involve partnership efforts for youth achievement.

Career Beginnings is a school to college and career transition strategy which targets at-risk students in their junior year and serves them for two years with a set of activities which include: academic enrichment, one-to-one mentoring from the business and professional community, personal career/educational counseling, summer employment, and life-skills seminars. The initiative is sponsored nationally by foundations and corporations, including: The John D. and Catherine T. MacArthur Foundation, the Commonwealth Fund, Gannett Foundation, Inc., Melville Corporation, Pillsbury Company, The Harris Foundation, RJR Nabisco, Aetna, and Thom McAn, among others. Career Beginnings is presently expanding to new cities and is seeking additional sponsors.

Higher Ground is a new four-year, multi-site national pilot project aimed at increasing college completion and career opportunities for low-income and minority college students. Growing out of the Career Beginnings experience, Higher Ground provides Career Beginnings graduates and other low-income students with up to four years of academic assistance, career planning, social support, summer and school-year internships, and mentors from the academic, business, and professional community. Now operating at six colleges and universities, the program is sponsored nationally by The Pew Charitable Trusts and The Ford Foundation.

Selected Publications:
Sample publications are available, including:
» Career Beginnings: Helping Disadvantaged Youth Achieve Their Potential
» Mentoring: What Works. What Doesn't

The Center for Human Resources

Contact:

Susan P. Curnan, Director
The Center for Human Resources
Brandeis University
60 Turner Street
P.O. Box 9110
Waltham, MA 02254-9110

Phone: *(617) 736-3770* **Fax:** *(617) 736-3773*

Description:

The Center for Human Resources at Brandeis University is one of the nation's leading research, training, and policy development organizations in the field of youth employment and education. The Center's mission is to bring together the lessons of research and experience in ways that will help practitioners and policy makers successfully address the issues of long-term self-sufficiency for youth and adults.

Since its establishment in the late 1970s, the Center has worked with federal, state, and local governments, and with private organizations and foundations, on issues ranging from the evaluation of basic skills programs to the development of community-wide, collaborative youth service systems. Current interests include: employability assessment; competency-based education and training; alternative education and dropout prevention; case management systems; and community-wide education, employment, and human services partnerships.

Services:

The Center for Human Resources' activities include a mix of evaluation and practitioner-oriented research, policy development, and hands-on training and technical assistance.

Recent research and evaluation activities include:

» Evaluations of the Rockefeller Foundation's "Community Planning and Action Grant" projects and the Ford Foundation's "Quantum Opportunities Project."
» Research "synthesis" papers on national human resource policy; interagency coordination strategies; and business/education partnerships for the U.S. Departments of Labor and Education.
» Development of practitioner-oriented guides to effective practices in case management, basic skills education, and career-related programs for middle-school aged youth.

Policy development activities include:

» Preparation of a guide on the use of state and local performance management strategies to increase services for at-risk youth, in conjunction with the Department of Labor's Region V [Midwest] Performance Management Task Force.
» Consultation with state and local policy-making bodies on issues ranging from JTPA

performance standards policies to the establishment of multi-agency commissions on teen parenting.

- Development of long-term research, policy, and technical assistance strategy recommendations for the U.S. Department of Labor.

Direct training and technical assistance activities include:

- Long-term, on-site training and assistance to more than a dozen cities on the redesign of local youth employment systems and the development of comprehensive, community-wide employment and education strategies.
- Development of the "Practitioner's Academy," an intensive, multi-week training program aimed at helping experienced youth practitioners become effective peer technical assistance resources for the employment and education community. The 1990-91 Practitioner's Academy focused on the development and implementation of employability assessment systems and trained approximately 20 practitioners as peer assistance providers.
- Training on the state and local levels, for policy makers and for practitioners, on case management practices and systems design; educational partnerships; employability assessment; performance management; and related issues.

Selected Publications:

Recent Center papers and publications include:

- An Introduction to Basic Skills Education for At-Risk Youth: A Decision Maker's Guide to Principles and Practices;
- Commonwealth Futures, A Community Youth Investment Strategy;
- A Guide to Working Partnerships
- A Guide to Case Management with At-Risk Youth
- A Synthesis of Existing Knowledge and Practice in the Field of Educational Partnerships;
- Working It Out: Performance Management Strategies for Increasing Services to At-Risk Youth;
- Future Options Education; and
- Youth Programs, which provides information on research and current practices in employment and education.

Committee for Economic Development

Contact:

Committee for Economic Development
477 Madison Avenue
New York, NY 10022

Phone: *(212) 688-2063* **Fax:** *(212) 758-9068*

Description:

Committee for Economic Development (CED) is a private, nonprofit, nonpartisan research and educational organization comprised of approximately 250 Trustees who are for the most part board chairmen, presidents of major corporations, or university presidents. CED Trustees work with a group of outstanding academic advisors and formulate recommendations for public policy in the areas of the national and international economies, management of government, education, and urban development.

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- » An America That Works: The Life-Cycle Approach to a Competitive Workforce

Institute for Educational Leadership

Contact:
Institute for Educational Leadership
1001 Connecticut Avenue NW, Suite 310
Washington, DC 20036

Phone: *(202) 822-8405* **Fax:** *(202) 872-4050*

Description:
The Institute for Educational Leadership's (IEL) mission is to develop and support leaders who work together to improve educational opportunities and results for all children and youth. IEL works in every state with public school educators; post-secondary educators; human services personnel; federal, state, and local government officials; national and state association executives; and corporate and foundation managers.

Services:
IEL's activities seek to promote collaborative leadership and effective education policy across sectors and at all levels of governance. Services include:

» Encouraging enlightened policy making and implementation through the convening of impartial forums where national, state and local policy makers meet with their counterparts in the public, private, and independent sectors.
» Informing and instructing about education policy, required leadership skills, and collaborative strategies through individual consultations, seminars, study groups and national conventions.
» Implementing multi-sector coalitions and partnerships at the national, state and local levels.
» Identifying and analyzing emerging trends through demographic studies and commissioned reports, and disseminating findings through a national publications program.

IEL has programs in areas of Leadership Development and Support, Collaborations in Practice, and Strategies for the Future.

Selected Publications:
The Institute for Educational Leadership has an extensive list of available publications. Call (202) 822-8405 for further information.

The Louisville Education and Employment Partnership

Contact:
Angelo Vaccaro
The Louisville Education and Employment Partnership
305 West Broadway, Suite 506
Louisville, KY 40202

Phone: *(502) 581-9155* ***Fax:*** *(502) 585-3906*

Description:
The Louisville Partnership was formed in 1988 with five partners: The City of Louisville, Jefferson County Government, Jefferson County Public Schools, the Private Industry Council, and the Chamber of Commerce. In 1990, Metro United Way and the Greater Louisville Economic Development Partnership joined in the venture.

The Louisville Education and Employment Partnership offers a four year high school program to improve the educational and employment opportunities of "at-risk" youth. The Partnership focuses on academic achievement and successful transition from school to work. The programs involved in the Partnership offer students additional opportunities: awareness of the community at large, and the development of a networking system with both business and professional individuals. The long term goal is to improve the quality of the newly emerging workforce from the Jefferson County Public Schools, and improve the quality of life for the youth involved.

In addition the Partnership offers a variety of vehicles for students and adults within the community:

» The Student Career Introduction Program (SCIP)
» Mentoring Program
» Cities in Schools Program
» ACT/SAT Seminars
» Basic Skills Connection
» Sex Equity/Career Awareness Seminars

National Academy Foundation

Contact:
Phyllis Frankfort
National Academy Foundation
660 Madison Avenue, Suite 1804
New York, NY 10021

Phone: *(212) 754-0040* **Fax:** *(212) 754-5139*

Description:
The National Academy Foundation has been established to encourage and support partnerships between business and education to strengthen the preparedness of the American workforce. The Foundation builds upon the successful, eight-year Academy of Finance model by replicating it and applying it to professions and industries where rapid growth is anticipated.

The Academy of Finance, Academy of Travel and Tourism and the Academy of Public Service offer a special two-year curriculum for public high school juniors and seniors, training for public high school teachers to teach the Academy courses, and on-the-job training summer internships with businesses for Academy students.

Services:
The National Academy Foundation works to:
- Develop and maintaining the quality of Academy programs;
- Foster the expansion of the Academies through partnerships between public school systems and national and local businesses;
- Provide technical assistance, curricula and administrative materials for Academy programs;
- Through corporate sponsorships, develop new Academy programs in professions and industries which offer career opportunities;
- Maintain a national network among students, graduates, teachers, business participants, foundations, and public officials in order to facilitate the exchange of information and ideas; and
- Inform public policy makers and business leaders about the vision and effectiveness of the NAF Academies as educational reform models.

National Alliance of Business

Contact:
National Alliance of Business
1201 New York Avenue, N.W.
Washington, D.C. 20005

Phone:* *(202) 289-2888 ***Fax:* *(202) 289-1303***

Description:
The National Alliance of Business (NAB) builds partnerships with government, labor, and education to assure quality in the American workforce. NAB shapes social policies to improve education and strengthen job training, to develop versatility and instill the values essential to success in the modern workforce.

NAB's new Corporate Action Agenda is a comprehensive array of activities to increase the effectiveness of corporate leaders as advocates and assets for education improvement by providing the tools and assistance to stimulate and sustain their active participation in improving public education to make it responsive to the changing requirements of the modern workplace.

Components of the Alliance's Corporate Action Agenda include a series of "how to" publications and videos and a range of activities to disseminate "cutting-edge" ideas and practices throughout the country.

Services:
In addition to these written products, NAB's Corporate Action Agenda features other tools and activities that foster collaboration, networking and information dissemination designed to make business leaders effective advocates and action agents for education improvement and reform. These resources include:

» The Alliance's Partnership Network
» Alliance Executive Speakers Bureau
» Articles and Supplements in Leading Business Publications
» Education Institutes, Regional Symposia, and Seminars
» Harvard Business School Business/Education Initiative

Selected Publications:
» Corporate Action Agenda: The Business of Improving Education (Executive Summary)
» America's Leaders Speak Out On Business-Education Partnership
» A Blueprint for Business On Restructuring Education
» Business Strategies That Work: Corporate Collaborations To Improve Education
» Who Will Do The Work? A Business Guide for Preparing Tomorrow's Workforce
» The Compact Project: School Business Partnerships for Improving Education

National Institute for Work and Learning

Contact:

Bryna Shore Fraser
National Institute for Work and Learning
Academy for Educational Development
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Washington, D.C. 20037

Phone: *(202) 862-8845*

Description:
The National Institute for Work and Learning (NIWL), an Institute of the Academy for Educational Development (AED) since 1988, seeks to: improve the relationships between institutions of work and learning; facilitate linkages between education and work for youth and adults; and support productive aging for older adults.

NIWL's focus is the development of collaborative processes at local, state, and national levels. NIWL promotes active collaboration among the institutions of work, learning, and the community.

Services:
NIWL accomplishes its mission through basic and policy research, action and development projects, program evaluations, information networking, and technical assistance in three program areas:

» **Partnerships for Youth Transition.** NIWP contributes to better: education-work transitions; greater private sector involvement to increase public school effectiveness; and closer relationships among employers, youth, parents, and education institutions. Activities include: Research on youth transition from school to work; evaluation of business-school partnership programs; evaluation of inter-generational mentoring programs; evaluation of community and youth service programs; research on community-wide work and community service opportunities linked to learning objectives for youth.

» **Worklife Education and Training.** NIWL seeks to aid worklife transitions made necessary by new technology, changing skill needs, plant closings, structural changes in the economy, and the continuing movement of women into the labor force. Activities include: planning and conducting forums and conferences on education-work collaboration, youth employment, adult learning, and inter-generational mentoring; assisting the development of Private Industry Council/higher education collaboration related to the implementation of the Job Training Partnership Act.

» **Productive Aging.** NIWL focuses on increasing options and opportunities for older adults to remain productive and serve as resources to their communities and society, after retirement.

Selected Publications:

NIWL has published over 75 reports and monographs including:

- Between Two Worlds: Youth Transition from School to Work
- The Boundless: A Prospectus for an Education/Work Policy
- Improving Workplace Literacy Through Community Collaboration -- Leader's Guide and Workbook
- Industry-Education-Labor Collaboration: Policies and Practices in Perspective
- Youth and Work: What We Know; What We Don't Know; What We Need to Know

PARENTAL INVOLVEMENT

The Home and School Institute, Inc.

Contact:
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Outreach Associate
The Home and School Institute, Inc.
Megaskills Education Center
1201 16th Street, N.W.
Washington, DC 20036

Phone: *(202) 466-3633* **Fax:** *(202) 833-1400*

Description:
The Home and School Institute's (HSI) major focus is helping families build children's achievement in school and beyond. HSI works with school districts, federal, state and local agencies, corporations and community organizations.

The Institute, emphasizing the educational role of the family, develops and implements partnerships, uniting home, school, media, business, social service agencies, union and organizations in an ever-widening circle of community support for schooling and student achievement. Family literacy and the needs of at-risk students are fundamental concerns.

Services:
The Home and School Institute has developed systematic training materials for total community involvement, including:
- New Partnerships for Student Achievement; and
- MegaSkills Workshops

The workshops are based on the book Megaskills - How Families Can Help Children Succeed in School and Beyond, by Dr. Dorothy Rich, HSI President.

Selected Publications:
Institute publications provide materials for parents, teachers, and policymakers. Titles include:
- The Forgotten Factor in School Success - The Family
- Survival Guide for Busy Parents
- Get Smart: Advice for Teens with Babies
- Job Success Begins at Home

For a complete listing of recent HSI publication call the Institute at (202) 466-3633.

National Coalition for Parent Involvement in Education

Contact:

National Coalition for Parent Involvement in Education
National Community Education Association
801 North Fairfax Street, Suite 209
Alexandria, Virginia 22314

Phone: *(703) 683-6232* **Fax:** *(703) 683-0161*

Description:

The National Coalition for Parent Involvement in Education (NCPIE) is dedicated to the development of family/school partnerships. Based on the broad experience of its members, NCPIE recommends specific ways teachers, administrators, and community leaders can strengthen relationships between schools and parents. By exchanging information, sharing in decision making, helping at school, and collaborating in the child's learning, parents can become partners in the educational process.

As the momentum for ongoing organized parent participation at the school and district level increases, so does the demand for parent involvement program information. NCPIE offers general policy suggestions, keys to successful programs, and specific program ideas. Program ideas include: The Home Environment; School-Based Services; Learning Activities; Parent Assistance at the School; Parents as Advocates; and Two-Way School/Parent Communication.

National Committee for Citizens in Education

Contact:
Nancy Berla
National Committee for Citizens in Education
10840 Little Patuxent Parkway
Suite 301
Columbia, MD 21044

Phone: *(800) 638-9675* **Fax:** *(301) 997-7583*

Description:
NCCE is a non-profit, private, national organization devoted to improving the quality of public schools through increased parent involvement. NCCE provides information parents and citizens need to become involved in their local schools.

Services:
NCCE offers a toll-free Help Line (1-800-NETWORK) which provides information and assistance to parents and citizens who call with questions or problems about the public schools.

NCCE also offers ACCESS Clearinghouse which has information available on topics related to public education, including parental involvement, homelessness, substance abuse, early adolescence, disabilities, alternative education, dropout prevention, mentoring, business/education partnerships, school reform/effective schools, and community-wide partnerships.

Padres a la escuela (Parents in the school) is a national parent involvement program to promote the active participation of Hispanic families in public schools, and to enable these parents to become advocates for and active partners in the education of their children.

Selected Publications:
NETWORK for Public Schools: a newsletter published 6 times during the school year.

Other publications on parent involvement, middle schools, dropout prevention, school-based improvement, public school choice, parents rights are listed in NCCE Catalog.

MULTI-SERVICE CENTERS

Connecticut Family Resource Center

Contact:
Paul Vivian
Family Resource Center
Connecticut Department of Human Resources
1049 Asylum Avenue
Hartford, CT 06105

Phone: *(203) 566-3318* **Fax:** *(203) 566-7613*

Description:
The Family Resource Center concept addresses the widespread family support and child care needs created by significant changes in the American family. The Centers focus on preventing an array of children and teen problems by strengthening family management practices and establishing much needed child care and family support services. A Family Resource Center is a comprehensive, integrated, community-based system of family support and child development services operated by early childhood specialists. The Centers establish, within the community, a full continuum of early childhood services which encourages the optimal development of children and families.

The goals of the Family Resource Center are: to promote the optimal growth and development of children and their families; to increase the availability of high quality, accessible, and affordable child care services; to increase the competence of parents and their use of effective family management practices; to establish a highly trained and supported network of Family Day Care Home providers; and, to establish a comprehensive, integrated, community based system of family support and early childhood services.

Services:
Each Family Resource Center provides services in each of four required service categories:

» Child Care Services;
» Support and Training Service for Family Day Care Home Providers;
» Parent Education and Support Services; and
» Teen Pregnancy Prevention Services.

This system of integrated services encourages the best possible start for all children and families living in the community or neighborhood served by the Family Resource Center.

Kentucky Family Resource and Youth Services Centers

Contact:
Terry Conliffe
The Family Resource and Youth Services Centers Branch
Cabinet for Human Resources
275 East Main Street
Frankfort, KY 40621

Phone: *(502) 564-4986* **Fax:** *(502) 564-7543*

Description:
Family Resource and Youth Services Centers have been created as part of the Kentucky's Education Reform Act. The intent of the Centers is to enhance students' abilities to succeed in school by assisting children, youth, and families in meeting some of their basic needs. This will be done by providing community services at the Centers or by linking families to agencies in their communities.

Services:
A Family Resource Center serves elementary school aged children and their families. Services include:

- Assistance with full-time preschool child care,
- Assistance with after school child care,
- Health and education services for new and expectant parents,
- Education to enhance parenting skills and education for preschool parents and their children,
- Health services or referrals.

A Youth Services Center serves middle school, junior high and/or high school students and their families. Services include:

- Health services or referrals,
- Referrals to social services,
- Employment counseling, training, and placement for youth,
- Summer and part-time job development for youth,
- Substance abuse services,
- Family crisis and mental health services.

New Jersey School Based Youth Services Program

Contact:
Edward Tetelman, Director
Legal and Regulatory Affairs
State of New Jersey
Department of Human Services
CN 700
Trenton, New Jersey 08625

Phone: *(609) 292-3717* **Fax:** *(609) 393-4846*

Description:
The School Based Youth Services Program (SBYSP), developed by the New Jersey Department of Human Services, provides adolescents, especially those with problems, with the opportunity to complete their education, to obtain skills that lead to employment or additional education, and to lead a mentally and physically healthy life.

Services:

- The SBYSP links the education and human services systems.

- The SBYSP meets local needs; the Department of Human Services imposes no single statewide model. However, all SBYSP projects must provide mental health and family counseling, health and employment services. All services must be provided at one site.

- SBYSP sites serve adolescents between ages 13-19, many of whom are at risk of dropping out of school, becoming pregnant, using drugs, developing mental illness, or being unemployed. SBYSP sites also serve those most at risk of being dependent for long periods on state assistance programs.

Each site offers a comprehensive range of services including:

- crisis intervention;
- individual and family counseling;
- primary and preventive health services;
- drug and alcohol abuse counseling;
- employment counseling, training and placement;
- summer and part-time job development;
- referrals to health and social services; and
- recreation.

Some sites offer day care, teen parenting, training, special vocational programs, family planning, transportation and hotlines.

APPENDIX: LEGISLATION

Job Training Partnership Act of 1982 Titles IIA and IIB

The Job Training Partnership Act provides job training, basic skills education and employment services to economically disadvantaged youth and adults and has several sections that affect youth. Title II-A provides year-round programming such as classroom training, education, on-the-job training, job search assistance and work experience. Forty percent of Title IIA funds are required to be spent on youth. Up to 10% of those served can be non-economically disadvantaged youth who face other employment barriers (i.e. teen parents).

Title II-B provides economically disadvantaged youth ages 14-21 with employment and related training and educational services during the summer months such as basic and remedial education, institutional and on-the-job training preparation for work and activities for outreach and enrollment and job search. Both titles allow expenditures for related services such as assessment, counseling and support services.

Programs authorized under Title II-A and Title II-B are planned and administered through formula grants to states that reflect the disadvantaged population, unemployment rates and excess unemployment. Of the total amount allocated to each state under Title II-A, 78% is distributed to local Service Delivery Areas based on the same formula. Of the 22% retained by the Governor: eight percent of the funds are for coordination with education (Twenty percent is retained by the state and 80% is distributed locally by either a formula or an RFP process.); six percent of the funds are performance incentive money that is distributed to SDAs based on performance and the states determine how to distribute the money; and three percent of the funds are available for older workers. The remaining five percent is for state administration.

Title II-B funds which are used for summer programming are allocated to states based on the Title II-A block grant formula.

JTPA focuses on "economically disadvantaged" individuals, but allows states the flexibility to focus specifically on hard-to-serve or at-risk youth. The U.S. Department of Labor has taken steps recently to focus efforts toward the most at-risk individuals. The Department set four policy goals to guide the performance standards revision process for FY 1990-1991: Increase service to the most at-risk individuals; make quality training investments that lead to long-term employability and increased earnings; advance basic education and occupational skills attainment for youth and adults; and encourage coordinated service delivery among human service providers.

Local/Community Involvement:
Through local elected officials and the Private Industry Council, localities have considerable flexibility in deciding how funds are administered and how programs are designed and managed. Each SDA has a Private Industry Council (PIC) appointed by elected officials and representative of local business. The PIC represents local business leaders (who make

up a majority), education, organized labor, vocational rehabilitation, community-based organizations, economic development organizations, and local employment service.

The PIC is responsible for providing policy guidance and selecting target populations, types of training and skill levels needed in the local labor market. It is also responsible for reviewing, monitoring, and evaluating job training programs. They also have responsibility for selecting vendors for program delivery.

State Role/Involvement:
Governors play a major role in the management of the JTPA system. Through the selection and setting of performance standards, establishing incentive grant policies, targeting discretionary funds, providing technical assistance, and increasing the coordination among youth-serving agencies, governors can direct local community efforts toward meeting the needs of at-risk youth. A State Job Training Coordinating Council (SJTCC), appointed by the governor, shares decision-making authority with the governor in an advisory capacity.

JTPA is outcome-oriented, driven by performance standards set by the Department of Labor. In developing incentive policies, states have a number of choices to make, including how to award SDAs for "exceeding" standards, how much of the 6% grant to apply to incentive awards, how SDAs can use that money, and whether to establish state standards, in addition to those set by the Departement of Labor. One of the strategic choices that states have in using their 8% funds is whether to issue the funds through a competitive grant process or a formula allocation.

Job Training Partnership Act of 1982
Job Corps -- (Title IVB)

The Job Corps is a Federally administered national employment and training program designed to serve severely disadvantaged youth 16-21 years of age. Among the services provided are food, housing , education, vocational training, medical care, counseling and other support services. The goal of the program is to prepares youth for stable, productive employment or for further education and training.

Job Corps was originally established by the Economic Opportunity Act of 1964; current authorization for the program is Title IV-B of the Job Training Partnership Act. The program supports the operation of special residential and non-residential centers designed to assist young people who both need and can benefit from the wide range of services provided. The combination of training and support services provided in the Job Corps program is intended to better prepare these youth for employment or further education or training.

Federal, state, and local public agencies, private or nonprofit organizations, Indian tribes and organizations, labor unions, and private profit-making organizations are all eligible to apply for contracts to operate a Job Corps center. Services at the centers include basic education, vocational skills training, work experience, counseling, health care and related support services. Upon completion of the basic course, the enrollee receives assistance from Job Corps in finding a job, entering a technical school or college, enrolling in the armed forces or obtaining an extra year of on-the-job experience through the "advanced career training program."

Operating contracts are awarded for an initial period of two years, with three one-year renewal options based on performance, for a total of five years. ETA regional offices issue RFPs throughout the year. The amount of funds awarded depends on the number of Job Corps centers or applicants served, the size and type of the center, the mix of services provided, and other relevant factors.

The Wagner-Peyser Act as Amended by the Job Training Partnership Act of 1982

The Wagner-Peyser Act authorized the establishment and maintenance of a national system of public employment offices managed through the U.S. Employment Service. The U.S. Employment Service, maintained within the Employment and Training Administration of the Department of Labor, provides general direction, funding, and oversight, and also assists States with programs of test development, occupational analysis, and counseling guidance. Federal funds are allocated to each state to plan and administer a labor-exchange program which most effectively addresses the needs of the employers and workers within the state.

Employment Service funds are allocated to the states as follows: two-thirds are allocated based on the proportion of individuals in the State's civilian labor force to the total number in the United States. The remaining one third is allocated based on the proportion of unemployed individual in each state to the total number in the U.S.

Federal regulations require that the states do the following:

» Assist jobseekers in finding employment;
» Assist employers in filling job vacancies;
» Facilitate the matching of employer and jobseeker needs;
» Assist with interstate exchanges of information concerning labor surpluses and shortages;
» Meet the work-test requirements of the state unemployment compensation system; and
» Provide job-counseling services to the handicapped.

To receive funds, states must submit a detailed plan to the Secretary of Labor describing how the state will carry out the provisions of the Wagner-Peyser Act. Plans must be developed jointly with the Private Industry Council and chief elected officials for the service delivery area. Plans are then reviewed by the State Job Training Coordinating Council for certification.

The Wagner-Peyser Act provides no restrictions on who may be served by the public employment service. States may provide specialized assistance to such groups as youth between the ages of 16 and 22, women, older workers, the handicapped, rural residents and workers, and the economically disadvantaged, depending on their respective needs.

Carl D. Perkins Vocational and Applied Technology Education Act (1990)

The Carl D. Perkins Vocational and Applied Technology Education Act has one major purpose: to "make the United States more competitive in the work economy by developing more fully the academic and occupational skills of all segments of the population." This will be achieved by "concentrating resources on improving educational programs leading to the academic and occupational skill competencies needed to work in a technologically advanced society."

Perkins funds are administered by the U.S. Department of Education. For FY 1991, the authorization level for Title III includes $15 million for Community-Based Organization, $38.5 million for Consumer and Homemaking Education, $125 million for Tech-Prep Education and $100 million for supplemental grants. When appropriations for basic grants exceeds $1 billion, there is $10 million for Business-Labor-Education Partnerships, $10 million for Community Education Employment Centers and $20 million for Guidance and Counseling.

After specific appropriations have been made, the new Perkins Act allocates 95.8% for Basic Grants to states and 4.2% for National Programs, Indian Programs, Hawaiian Native Programs and Programs for the Territories. Unlike the old Perkins Act, the Basic Grants Funds do not have a state matching formula except for funds used for State administration which require a one-to-one match.

The new Perkins Act changes the way states are able to distribute funds. The Act requires states to distribute: 75% directly to local school districts and postsecondary institutions; 8.5% for state programs and state leadership; 10.5% for programs for single parents, displaced homemakers, and single pregnant women and programs for sex equity; 5% for state administration; and 1% for criminal offender programs.

The Carl D. Perkins Vocational and Applied Technology Education Act requires states to emphasize program improvement, integrate academic and vocational education, and target localities with high concentrations of special populations (i.e. economically disadvantaged, disabled students).

The 75% of the basic grant funds distributed to local communities may be used for upgrading curriculum; purchasing of equipment, including instructional aids; offering inservice training of both vocational instructors and academic instructors to work toward the integration of academic and vocational education; and funding tech-prep education and apprenticeship programs, etc.

Funds distributed for State Programs and State Leadership must include: professional development; development, dissemination and field testing of curriculum; assessment of programs; and development of performance standards and measures for program improvement and accountability with respect to such programs.

States may also use state leadership funds for: promotion of partnership among business, education, industry, labor and community-based organizations; support of vocational student organizations; leadership and instructional programs in technology education; and data collection.

In addition to the new formula requirements which are weighted toward the disadvantaged population, the Act also requires that every program must provide equitable and full participation of special populations. For example, each program must report on the number of individuals in each of the special populations; describe methods for consulting with parents and students who belong to special populations, describe how the needs of special populations will be assessed and met; describe how handicapped, disadvantaged and LEP student will be given access to quality programs through affirmative action outreach and recruitment; describe how they will monitor the provision of vocational education to special populations; and assure that handicapped, disadvantaged and LEP students will be assisted with support services.

In addition, the new Perkins Act has much stronger coordination requirements than the old Perkins Act. Each state will be required to develop a state plan for vocational education. The Vocational Educational Planning period must be synchronized with the JTPA planning period. Also, the Act outlines 23 key elements to be included in the plan. The plan must outline how vocational education programs will be coordinated with JTPA, adult education, Chapter 1, EHA, the Rehabilitation Act of 1973, and apprenticeship programs.

The Act now requires each State Board to develop and implement a statewide system of core standards and measures of performance for secondary and postsecondary vocational programs. The states must consider the standards and measures used in the JTPA program and the Family Support Act's Job Opportunities and Basic Skills (JOBS) program.

National Elementary and Secondary Education Act (1965)
Chapter 1: Education for Disadvantaged Children

Chapter 1 provides financial assistance to both local educational agencies (LEAs) for education services designed to meet the special educational needs of educationally deprived children and to State Education Agencies (SEAs) for services to migrant, handicapped, and neglected/delinquent children. The purpose is to improve the educational opportunities of educationally deprived children by helping these children: succeed in the regular program of the LEA; attain grade-level proficiency; and improve achievement of basic and more advanced skills. The purpose is achieved through means such as supplemental education programs, schoolwide programs and the increased involvement of parents in their children's education.

Chapter 1 funds are administered by the US Department of Education. There are two primary grants to LEAs: Basic Grants and Concentration Grants. Basic Grants are allocated by formula based on statewide average per pupil expenditures, the number of children below the federal poverty level and the number of AFDC children in each county. SEAs are then responsible for allocating county amounts to LEAs based on low income data. SEAs are provided with great flexibility in selecting the low-income data used to determine Basic Grant allocations for LEAs. Concentration grants are designed to augment basic grants in LEAs with high concentrations of children from low-income families.

Chapter 1 funds distributed to LEAs may be used for numerous activities, as long as the LEA can demonstrate sustained and significant gains in the performance of Chapter 1 students. LEAs have enormous discretion over the types of activities funded using Chapter 1. Activities include:

» Acquisition of equipment and instructional materials;
» Acquisition of books and school library resources;
» Employment of special instructional personnel, school counselors, and other pupil services personnel;
» Construction, if necessary, of school facilities;
» Employment and training of education aides; and
» Parental involvement activities.

School districts also have increased flexibility to use program funds for school-wide improvements in schools where at least 75% of the student are Chapter 1 eligible. Unlike traditional uses of Chapter 1, a schoolwide project is designed to improve the school's overall instructional program, rather than focusing on one aspect of education or group of students through supplemental activities. The LEA designs the schoolwide project to address the educational needs of all students in the school.

National and Community Service Act of 1990

The National Community Service Act of 1990 promotes (P.L. 101-610) an ethic of civic responsibility, to enable all Americans, especially the young, to make a substantial commitment to service. The law builds on the existing organizational framework of federal, state and local programs and agencies to expand full-time and part-time service opportunities for all citizens.

The Act creates a Commission on National and Community Service, composed of 21 members, all with strong volunteer and service program background.

Title 1: National and Community Service State Grant Program
The Commission, in consultation with the Secretary of Education, will make grants to states to support programs for students and out of school youth. These grants may be used to plan and build state capacity for implementing school-aged programs and for local partnerships to implement or expand school-based service learning projects, community service programs for school dropouts and others, or adult school volunteer programs.

Grants will also be distributed to institutions of higher education to enable them to create or expand community service programs for college students, to encourage programs that offer academic credit for service, and to encourage literacy training for volunteer/service management.

In addition, the Commission may make grants to states, Indian tribes or local applicants for the creation or expansion of full-time year round or summer youth corps programs or for the creation of full and part-time national and community service programs for those 17 years or older. Finally, there will be grants available for other innovative and demonstration programs and projects.

The Commission is also authorized to provide for up to four clearinghouses to provide assistance to state and local community service programs.

Title II: Modification of Existing Programs
Secretary of Education must disseminate conditions under which students may obtain partial or total cancellation or deferment of student loans. The Youth Builds Project also comes under this title, where disadvantaged youth between the ages of 16 and 24 construct and rehabilitate low income housing, as well as health, education, and social service facilities.

Title III: Authorizes funding for the Points of Light Foundation, formed to encourage all Americans to volunteer in order to help solve the most critical problems; to identify successful and promising community service projects/initiatives and disseminate this information widely; and to discover and encourage new leaders and develop individuals and institutions that are good and strong examples of a commitment to serving others.

Social Security Act
Title IV-A -- Aid to Families with Dependent Children

Aid to Dependent Children (ADC) was established by the Social Security Act of 1935 as a cash grant program enabling states to aid needy children without fathers. Renamed Aid to Families with Dependent Children (AFDC), the program provides cash welfare payments for those children and their mothers or other caretakers, who have been deprived of parental support or care because of an absent, incapacitated, deceased or unemployed parent.

States administer or supervise the administration of the program. They have discretion to define "need", set benefit levels, establish income and resource limits, all within federal restrictions.

Eligibility for AFDC ends when the child turns 18, or in some states, at age 19 if the child is a full-time student in secondary or technical school which he/she will complete before age 19.

The law requires that recipients who are able, including mothers whose youngest is 6 years or older, register for job training. Education and training requirements have been revised and expanded under the JOBS programs created by the Family Support Act of 1988.

Job Opportunities and Basic Skills Program (JOBS)

The Family Support Act of 1988, a major piece of welfare reform legislation, provides for the establishment and operation of state Job Opportunities and Basic Skills Training (JOBS) programs to assure that AFDC recipients obtain the education, training and employment that will assist them in getting off welfare. The JOBs program incorporates some previous programs from Section IVA of the Social Security Act and replaces the Work Incentive (WIN) Program under that Act.

Under JOBS, the U.S. Department of Health and Human Services provides states with matching formula grants to operate state and local programs which provide education, training, and employment services to those receiving AFDC. The goal is to help AFDC recipients find employment and subsequently get off welfare. In addition, funds can be used to provide the support services, such as transportation and child care, that make it possible for participants to attend the program. The JOBS Program is a capped entitlement, meaning that the federal government will match state expenditures up to a specified level each year.

The legislation states that if a JOBS program is available in an AFDC recipient's area of residence and the state guarantees the necessary work-related support services, an individual must be enrolled in a JOBS program to continue receiving AFDC welfare payments. There are some exceptions for illness, mothers of children under six, etc. In addition, teenage care-givers who receive AFDC and have not completed high school will be required to participate in educational activities full-time or training activities if the participant is between 18-19 and making no progress in school.

The Office of the Assistant Secretary of the Department of Health and Human Services, established as of February 1, 1989, administers the JOBS program. The Secretaries of HHS and Labor are required to issue joint regulations with respect to working conditions, wage rates, workers' compensation, and displacement in JOBS program activities.

The state welfare agency receives federal funds via formula and is responsible for the administration of the JOBS program either directly or through contracts with the administrators of JTPA, state or local education agencies, or other public agencies or private organizations (CBOs). Coordination of services is ensured through contact between HHS, Education and Labor Secretaries. In particular, JOBS must be coordinated with JTPA and other employment and training programs. State welfare agencies must also be in contact with state education agencies and job training programs.

Social Security Act (Title IV-E)
Foster Care and Adoptive Services

Title IV-E of the Social Security Act supports foster care, subsidized adoptions, independent living programs and administrative and training costs connected with these programs. Historically, Title IV-E was designed as a way for the federal government to share in the costs of child welfare placements. In 1980, legislation expanded Title IV-E to include efforts to assist children in finding permanent living arrangements, if possible with their families.

Title IV-E, administered by the Department of Health and Human Services, is an entitlement program. This allows States to be reimbursed by the federal government on an unlimited basis for permissible activities. Title IV-E has three main funding streams:

- Maintenance costs, which include payments to foster care and adoptive parents, group homes and institutions. Foster Care and Adoption Assistance payments are reimbursed by the federal government based on a State Medicaid matching rate, which varies from 50 to 80 percent.
- Administrative costs, which include such activities as eligibility determination, case planning, case management and efforts to prevent placement. Administrative costs are reimbursed by the federal government at a rate of 50%.
- Training of all staff engaged in Title IV-E activities. Acceptable training costs are reimbursed by the federal government at a rate of 75%.

The direction of Title IV-E is set at the state level which is responsible for administering Title IV-E funds. For example, states can influence the amount of funds received from the Federal Government in several ways including:

- Improving IV-E eligibility determination. States often ignore a significant number of cases which are Title IV-E eligible. Under Title IV-E, children are IV-E eligible if they would have been eligible had their parents applied for AFDC in the month they were removed from the home.
- Filing retroactive claims. Once the eligibility process has been reviewed, States can go back and review the existing foster care caseload and pick up those eligible cases that were missed.
- Improving documentation and claiming for administrative activities. The allowable administrative activities are more flexible than under the old AFDC-foster care program.
- Expanding IV-E training. Certain training activities are reimbursable at a rate of 75%.

States can influence Title IV-E programming within the Adoption Assistance Program, as well. For example, the focus is on children with "special needs." A special needs child is defined as having a specific condition or situation (i.e. ethnic background, age, mental or physical handicapped) which prevents placement without special assistance. States have the authority to define "special needs" eligibility criteria.

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Social Security Act (Title XX)
Social Services Block Grant

The Social Services Block Grant (SSBG), the largest source of federal funding for social services to states, helps states provide a wide range of social services directed at:

- Achieving or maintaining economic self-support to prevent, reduce or eliminate dependency;
- Achieving or maintaining self-sufficiency, including reduction or prevention of dependency;
- Preventing or remedying neglect, abuse, or exploitation of children and adults unable to protect their own interests, or preserving, rehabilitating or reuniting families;
- Preventing or reducing inappropriate institutional care by providing for community-based care; and
- Securing referral or admission for institutional care when other forms of care are not appropriate, or providing services to individuals in institutions.

SSBG grants are administered by the U.S. Department of Health and Human Services. There is no state matching requirement, and the state agency responsible for social services receives grants based on state population.

Frequently funded services include: child care, child protective services, home-based services for older persons, noninstitutional care for the disabled, employment and education training, counseling services, prevention, adult day care, case management, and substance abuse services. States may also use funds for staff training, planning, or adminstration, and for the technical assistance necessary to effectively develop, implement, or administer their social service program.

States are given a great deal of discretion in deciding services offered, eligibility requirements, and service providers. In addition, States have the authority to decide how much of the funding is spent on services versus training versus administration. Although they are not required to restrict eligibility to low-income people, most states do attempt to target services to the high-risk categories.

Social Security Act (Section IV-B)
Child Welfare Services

The Child Welfare Services program is authorized by Section IV-B of the Social Security Act to provide grants to assist public welfare agencies to improve their child welfare services. Goals of the program include:

» protecting and promoting the welfare of all children, including handicapped, homeless, dependent, or neglected children;
» preventing the neglect, abuse, exploitation, or delinquency of children;
» preventing the unnecessary separation of children from their families by identifying family problems and assisting families in resolving them;
» restoring to their families children that have been removed;
» when necessary, placing children in suitable adoptive homes;
» assuring care of children away from their home (e.g. runaways).

The Office of Human Development Services of the U.S. Department of Health and Human Services administers the Child Welfare Services program. States participate in funding through a 25% nonfederal matching requirement. Depending on the services offered, state agencies may use funds directly or pass them through to local education agencies (LEAs). The state educational agency (SEA) that administers the Title XX Social Services Block Grant administers the Child Welfare Services Program as well.

Before 1980, states spent much of their Title IV-B funds on adoption services, foster care services, and day care services so that parents could work or attend vocational training. Under the new law, the focus is now on preplacement prevention and reunification including such services as: 24-hour emergency caretaker and homemaker services; day care; individual and family counseling; emergency shelters; etc.

States have quite a few requirements that they must fulfill to receive grants. The federal government monitors states in terms of how money is being spent, services offered, and populations served. However, states do have authority to establish the selection criteria for distributing grants to LEAs and to decide who ultimately gets the funds and how they are to be used.

Social Security Act (Title XIX)
Medicaid

Medicaid is a federal entitlement program that provides for medical coverage to eligible, low-income persons and families. Historically, eligibility has been based, primarily, on participation in other federal welfare programs primarily AFDC and SSI. In 1989 and 1990 legislation, Congress made changes that will eventually make Medicaid eligibility for children based on the federal poverty level, not simply the State-determined AFDC level. These changes are an attempt to sever the strong tie between health care coverage and welfare participation and move toward a system that links health care coverage with poverty.

Medicaid is financed jointly by the Federal government and state governments. The Federal government uses a variable matching formula for services which is adjusted annually.

The non-Federal portion of state Medicaid payments can be financed entirely through state funds. Alternately, states may require local governments to share in financing a portion of program costs. States, however, are required to provide financial participation equal to at least 40% of the non-Federal share.

Within Federal guidelines, states are responsible for designing and administering Medicaid programs. Each state designates a single state agency, which is usually the welfare or social service department, the health department or a combination of health and social services department. Each state's Medicaid program is operated in accordance with a State Plan for medical assistance outlining the target population, services offered, payment for such services, and vendor selection.

Beginning on July 1, 1991, states will loose some of their discretion over establishing eligibility standards. However, even though the Federal government has determined that states must provide certain mandatory services, states still have broad power in determining the nature of a service and, within reasonable limits, the amount, duration and scope of each mandatory as well as optional service.

Medicaid is a program aimed at low-income people, and consequently many at-risk youth. Eligibility under Medicaid has been linked, generally, to actual or potential receipt of cash assistance under a welfare program. States also have the option of providing coverage to children under age 21 who meet the requisite income and resource requirements but do not meet the definition of dependent child.

One of the most important aspects of Medicaid that affects at-risk youth is Early and Periodic Screening, Diagnostic and Treatment (EPSDT). EPSDT is a mandatory component of Medicaid. Under EPSDT, as the name indicates, states are required to provide screening, diagnosis and treatment for all physical and mental conditions in beneficiaries under age 21. One of the most significant parts of EPSDT is a change that occured under OBRA '89. OBRA '89 requires that when a condition is discovered by any EPSDT screening, states must reimburse all related treatment services allowed under Federal Medicaid Law, whether or not these services are offered to other Medicaid beneficiaries under the State Medicaid Plan.

States may also target case management services to high-risk populations and specific geographic areas. States must define their case management services, target groups, geographic areas where services will be provided, and the educational and professional qualifications of the providers. These services can not be part of other services reimbursable by Medicaid.

Social Security Act (Title V)
Maternal and Child Health

The purpose of Title V is:

- To provide and assure access to quality health services for mothers and children, particularly those with low income or limited access to health services;
- To prevent death, disease, and disability and promote health of all mothers and children, especially by ensuring that low-income mothers and children receive preventive and primary health care services;
- To develop and ensure the provision of services for children with special health care needs; and
- To enable the Secretary to provide for special projects of regional and national significance, research and training.

Funds are administered by the Maternal and Child Health Bureau of the U.S. Department of Health and Human Services. The largest component (85%) is allocated to the state health agencies based on a formula derived from the dollar amount each state received in FY 1981 (the year prior to the implementation of the Block Grant) The remaining 15% of the funds are allocated to Special Programs of Regional and National Significance (SPRANS), which supports five discretionary grant programs: research, training, hemophilia diagnosis and treatment centers, genetic diseases screening referral, and information dissemination and other special projects.

Both formula and SPRANS funds, can be used to address the health needs of adolescents, especially, low income or at-risk adolescents. For example,

- Funds are being used for family planning services and school-based clinics.
- Different demonstration projects are attempting to provide health insurance coverage through eligible plans to medically uninsurable children.
- Several SPRANS are emphasizing training adolescent health care professional and studying high risk behaviors.

As a means of establishing adolescent health needs as a priority, some state health departments have created adolescent health coordinators. Recently, state adolescent health coordinators have met as a group to discuss strategies about adolescent health. This allows policy makers and practitioners to address adolescent health needs separate from other populations.

The federal government has established very broad guidelines for the use of Title V funds. The legislation and regulations provide states with a great deal of flexibility in determining program needs, priorities, and fund allocations.

The Stewart B. McKinney Homeless Assistance Act of 1988

The increasing numbers of homeless over the last decade has prompted the federal government to move toward a more active role in funding services targeted at the homeless. Before this, the federal government believed that philanthropic and nonprofit service providers were responsible for taking the lead with the homeless population. In response to the rise in homelessness during the 1982-83 recession, Congress enacted an ad hoc emergency food and shelter program to be operated by the Federal Emergency Management Agency. However, homelessness persisted with a growing proportion of families with children, and led to the 1986 Homeless Housing Act (P.L. 99-500). The Stewart B. McKinney Act (P.L. 100-77) soon followed and is the most comprehensive piece of legislation governing the federal government's homeless programs.

Although primarily providing for the emergency needs of the homeless, the Act does include some long-term options for dealing with the homelessness issue. Besides expanding existing food and shelter programs operated by the Department of Housing and Urban Development (HUD) and the Federal Emergency Management Agency (FEMA), the Act called for the creation of several new programs that would provide other important services to the homeless, including medical care and education. In addition, the Stewart B. McKinney Homeless Assistance Amendments Act of 1988 and 1990 have further expanded services, to include both support services and some early intervention and preventive services.

At the federal level, the Act was to: establish a Federal Interagency Council on the Homeless; better coordinate public resources and programs to meet the needs of the homeless; and provide funds for programs to assist the homeless, with special emphasis on elderly persons, persons with disabilities, Native Americans, and veterans.

At the state level, some states responded to the McKinney Act by creating government coordinating groups to assist in the implementation and allocation of McKinney funds. The coordinating groups include a broad mix of representatives from any of several relevant agencies including: Health, Mental Health, the Governor's Office, Bureau of Employment Services, HUD, etc.

Of the nearly 20 programs administered through the Act, those particularly related to education and job training and supportive services include:

Department of Education:
Adult Education for the Homeless
Homeless Children/Youth -- Expanded Formula Program

Department of Labor:
Job Training for the Homeless Demonstration

Department of Health and Human Services:
Primary Health Care for the Homeless
Community Mental Health Demonstrations
Projects for Assistance in Transition from Homelessness (PATH)
Alcohol and Drug Treatment for the Homeless
Emergency Community Services for the Homeless Block Grant
Family Support Centers

Highlights of two programs:

Education for Homeless Children and Youth (EHCY) Program:
The EHCY was enacted by Congress in 1987 to ensure that homeless children and youth have access to free and appropriate public education. The 1990 amendments cut the Exemplary Grants programs which provided additional support to the nations's top elementary and secondary school programs for homeless children. The Basic Grants program provides funds via formula which are awarded to states based on what primary and support services they have instituted to enable homeless children an dyouth to attend and succeed in school.

Grants are based on Chapter 1 basic and concentration grants. States are required to make subgrants to LEAs, if the program's annual appropriation exceeds the amount it received in FY 90 or if the program is appropriated more than $100 million in a fiscal year. Otherwise, states make discretionary subgrants to LEAs based on individual LEA needs.

The 1990 amendments expanded the program's outreach by providing for and encouraging: programs that educate school personnel about the particular characteristics and needs of the homeless; effective coordination with other programs; and the utilization of appropriate federal and local food programs and before-school and after-school care programs.

Job Training for the Homeless Demonstration Program:
The Employment and Training Administration of the Department of Labor provides discretionary grants to fund demonstration projects that provide job training to the homeless. Appropriations have ranged from $10-12 million annually. Grants are for a one year duration.

Funded projects must provide the following services: coordination and outreach activities to locate and recruit homeless to the project; outreach and assessment activities for those in shelters and attempts to increase participation rates; and job training activities, provided in house or contracted out. Job training activities must include one or more of the following: Remedial education and basic skills instruction; basic literacy instruction; job search activities; job counseling; job preparatory training.

ETA is especially interested in funding programs that offer a case management approach to services where a participant receives continuous services from application period to stable emplyment. For homeless youth, programs may emphasize employability enhancement rather than job placement. The 1990 amendments also give preference to programs that serve areas with the greatest need or that serve the homeless based on a holistic approach.

Food Stamp Program

The Food Stamp Act of 1964 established the Food Stamp Program as a permanent program and authorized expansion to states wishing to take part. During the following years, the U.S. Department of Agriculture worked to bring some form of food assistance to every county across the country. By the end of 1979, only 39 areas were without either food distribution or food stamps.

In 1971, Congress established uniform national eligibility standards and required all states to inform low-income individuals about the availability of food stamps. In 1974, Congress required all states to offer food stamps to eligible low-income individuals.

The Food Stamp Program is a cooperative activity of local, state, and Federal governments to improve the levels of nutrition among low-income households. Eligible households receive food stamps that will allow them to maintain a nutritionally adequate low-cost diet for all household members based on the Department of Agriculture's lowest cost food plan. Under the program, food coupons (food stamps) are used to supplement the food buying power of eligible low-income households. The program is administered nationally by the U.S. Department of Agriculture's Food and Nutrition Service (FNS), and locally by the state welfare agencies.

The federal government is responsible for the Food Stamp Program's rules and procedures. Funding comes almost entirely from the federal governmnet with states and other jurisdictions responsible for administrative costs and liability for erroneous benefits.

The day to day operation and administration of the program is under the state local welfare agencies' control. They may determine eligibility, calculate benefits, and issue food stamps based on federal regulations. They also have significant discretion in implementing employment and training programs.

Community Services Block Grant

The Community Services Block Grant funds state programs that help economically disadvantaged gain employment, and obtain adequate education and housing, in an attempt to alleviate the causes of poverty. It replaces the many categorical antipoverty programs funded by the Community Services Administration (CSA) of the U.S. Department of Health and Human Services. Under the Community Services Block Grant, CSA was eliminated and states and localities assumed responsibility for running antipoverty programs.

The U.S. Department of Health and Human Services passes funds on to the states, who in turn pass funds on to local administrative entities, usually community action agencies (CAAs). These CAAs provide the services. At least 90% of state funds are passed through to the local CAAs, as required by the Human Services Reauthorization Act of 1984. In order to remain eligible for funds, CAAs must have governing boards with representatives from a broad cross-section of the community and must run eligible antipoverty programs on an ongoing basis.

The 1984 amendments did give states some discretion in meeting needs of unserved areas, first by requesting adjacent CAAs to extend services and then by appointing another existing CAA or public or private nonprofit agency to service the area. Up to 7% of the required 90% pass through funds can be used to provide service to unserved areas. The remaining 10% of the funds can be used for state administrative expenses or to supplement other social services programs or to fund discretionary grants for anti-poverty projects.

The program is targeted at areas where poverty dominates the community. Services can include helping low income individuals work toward self-sufficiency, continue their education and gain employment; providing emergency food, supplies, and service; encouraging the coordination and collaboration among public and private social service programs to work towards effective delivery of services to the poor; encouraging public and private organizations to develop and implement projects to alleviate poverty in the community.

In order to receive federal funds, states must file an annual plan for each fiscal year including a statement of goals and objectives, an outline of the types of activities to be funded, and a description of how the funds will be distributed to substate agencies and how the state will ensure that funds go to the most in-need.

Public Health Services Act (Title X)
Family Planning Program

Title X of the Public Health Service Act is a health services program that provides a broad range of family planning and reproductive health care services. The services are available to everyone although priority is given to low-income persons with family income below 150% of the federal poverty line. Title X attempts to help lower the incidence of unintended pregnancy and improve maternal and infant health.

The budget for FY 1991 Title X funds is approximately $144 million, down from $162 million in FY 1981. Title X funds are allocated for two primary purpose: family planning service projects and training programs. The majority of funds are allocated for family planning services and distributed across the country based on need. Ten Public Health Service Regional Offices receive funds from the U.S. Department of Health's Office of Population Affairs based on the need for subsidized services in their region and their region's performance in meeting that need, particularly among low-income women and adolescents. The Regional Offices generally distribute funds to 1-3 grantees in each state based on the same formula. These grantees then allocate funds to local service providers in their state. As for training programs, any public and non-profit private organizations can apply to the federal government to be a training center in their state. Title X funds are usually combined with Medicaid, Maternal and Child Health Block Grant and the Social Services Block Grant.

Title X projects must offer a broad range of core services which include: contraceptive services, gynecological examinations that include basic lab tests and other screening services for high blood pressure and breast and cervical cancer, sexually transmitted disease detection and pregnancy testing, "natural" family planning, and infertility services. Clinics may also provide outpatient sterilization and prenatal services. No abortion information or abortion services may be provided with Title X funds.

The Regional Offices are responsible for reviewing and monitoring Title X funds. State health departments can play a role in the distribution of funds to local service providers. This happens in many states where state health departments are a grantee.

Public Health Services Act (Title XX)
The Adolescent Family Life Act (AFLA)

The Adolescent Family Life Act (AFLA) of 1981 came out of the 1978 Health Services and Centers Amendment for 1978 (P.L. 95-626), which existed to prevent teen pregnancy and provide services to pregnant and parenting adolescents. Funding from the 1978 Act was dramatically reduced under AFLA.

AFLA supports the following activities:
- programs designed to prevent pre-marital adolescent sexual activity;
- programs to assist pregnant adolescents and young parents obtain services such as health care, education and vocational training; and
- research into the causes and consequences of adolescent sexual activity, pregnancy and childbearing.

In order to participate, an adolesceant must get parental consent. In addition, programs cannot offer counseling or referral information about abortion.

Adolescent Family Life Demonstration Projects fund projects that test innovative approaches to providing either care services for pregnant adolescents parents or prevention services to encourage the postponement of premarital adolescent sexual activity. Any public or private organization who can provide the necessary services is eligible for funds to run demonstration projects. The Office of Adolescent Pregnancy Prevention Programs (OAPP) funds local one-site projects and national, multiple-site demonstration projects.

Demonstration grants differ depending on whether the project offers only care services, only prevention services or a combination of both types of services. OAPP makes the decisions about which types of grants to award.

In FY 89 and again in FY 90, in addition to funding traditional demonstration projects, OAPP funded "evaluation-intensive" projects designed to produce research-quality information about the effectiveness of the demonstration interventions. These projects were eligible for awards up to 20% higher than traditional limits. FY 90, 57 projects were funded, 12 of which were new and mix of traditional and evaluation-intensive programs. Grants are approved for an initial 3 year period funded in annual increments. Second year funding is based on performance and availability of funds. A project can apply for an additional 2 years of funding. FY 90 funding was at $9 million; FY 91 funding dropped to $7.81. Annually, only $1-2 M of total funds goes to research.

Alcohol, Drug Abuse, and Mental Health (ADMS) Block Grant

The Alcohol, Drug Abuse, and Mental Health (ADMS) Block Grant is one of the largest federal funding streams providing funds to support treatment, prevention, and rehabilitation programs for those suffering from alcohol or drug abuse or mental health disorders. Through ADMS, the federal government provides grants to the states for developing programs that offer alcohol and drug treatment and prevention services, as well as for offering services for the mentally ill and for promoting mental health.

In 1981, the U.S. Department of Health and Human Services created the ADMS block grant program to consolidate alcohol, drug, and mental health prevention and treatment services. The States, DC and Puerto Rico, taken together, receive 85-95% of the ADMS appropriation. The other 5-15% are used as set asides for a variety of data collection, services research, and technical assistance activities. In order to receive funding, a state must submit a plan describing how it intends to use the funds, and the types of projects, activities, and services the funds will support.

The Office for Treatment Improvement (OTI) administers ADMS to each state using a complicated formula based primarily on the state's population at-risk and total taxable income. Once funds come into the states, they are subgranted by the state alcohol and drug abuse agency to some number of mental health centers, public and private nonprofit agencies, and in the case of mental health services research, to for-profit agencies. Of the funds distributed to the states, 5% can be used for administrative expenses, 5% may be used for discretionary programs and services, and 90% must be divided between certain categories of substance abuse and mental health services and activities. Since there is no specific set-aside for youth, each state is individually responsible for setting adolescent treatment as a priority.

OTI set aside activities include assisting states with their ADMS activities, conducting data collection and doing services research. States who receive ADMS funds are all eligible to apply for set-aside funds.

ADMS was established to allow states more flexibility in allocating resources and deciding on program needs. Prior to the ADMS block grant program, substance abuse and mental health services were funded under a variety of separate federal categorical programs. Currently under ADMS, states have a great deal of discretion in determining how block grants are used in terms of populations served, types of services provided, application requirements, and selection criteria for funding distribution. Funds usually support a very broad array of activities, and states differ in how they use and distribute funds.

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All Handicapped Children Act, 1975
Public Law 94-142 and Amendments

The All Handicapped Children Act (P.L. 94-142) was enacted to develop and improve educational programs for handicapped youth. P.L. 94-142 provides basic grants to states and outlines the rights and procedures necessary to make sure that all handicapped children have the right to receive a free and appropriate public education in the least restrictive environment. States may use federal funds for activities including: identifying, locating, evaluating and providing special education and related services to handicapped children not receiving any education; and providing education to those most severely handicapped children not receiving an adequate education.

P.L. 94-142 set up a partnership including the federal government, states, and localities, based on the assumption that the federal government would increase its investment in handicapped education over time. However, the federal government's role has remained very much a policy one, leaving the states, localities and parents to carry much of the burden of ensuring adequate education for handicapped children. The federal government's fiscal promise is to pay 40% of the cost of handicapped education; however, federal support has been no where near this 40% commitment (9% in 1989).

The Office of Special Educational Programs, a division of the U.S. Department of Education, administers federal funds to the state educational agencies (SEAs) to supplement the education for handicapped children. Each SEA passes federal and state funds on to local education agencies (LEAs). To apply for funding a state submits an annual plan to the Office of Special Education Programs. In order to fulfill its requirement to provide each handicapped child with "a free and appropriate public education," each state must offer special education and related services at the preschool, elementary, or secondary level that makes sense based on the individualized education program (IEP) developed for each child. The services offered must effectively meet each child's unique needs and teach the basic skills necessary to become self-sufficient to be considered "appropriate."

States are responsible for identifying, locating and evaluating all handicapped children in the age group population covered under this law. In addition, states are must ensure that teachers and administrators in public agencies understand their responsibilities and receive the necessary training and technical assistance.

Individuals with Disabilities Education Act (P.L. 101-476) of 1990 (formerly the Education of the Handicapped Act) reauthorizes the discretionary programs of the Education of All Handicapped Children Act of 1975 and includes several substantive changes which significantly improve services to students with disabilities.

Building a Better Guide

Promoting the Self-Sufficiency of At-Risk Youth is intended to be an ongoing and expanding resource for practitioners. One way of making that happen is for readers to respond with suggestions for additions to the Guide. If you know of an organization that provides information, and/or assistance of value to practitioners, or if there is a topic that you think should be added to the Guide, please let us know by completing this form and sending it to:

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